DOCUMENT RESUME

ED 230 767 CE 036 226

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TITLE Identification of Recruitment Barriers to Vocational Training Programs as Perceived by Students, Teachers, Counselors, and Administrators in Selected Florida Schools. Phase II. Final Report: Project No. 3-2D31 from July 1, 1982 to June 30, 1983.
INSTITUTION Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
SPONS AGENCY Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE 30 Jun 83
NOTE 144p.; For a related document, see ED 218 471.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Administrator Attitudes; Dropout Attitudes; *Dropout Prevention; Dropout Research; Dropouts; Guidelines; *Models; Postsecondary Education; *Student Attitudes; *Student Recruitment; Vocational Directors; *Vocational Education
IDENTIFIERS Florida

ABSTRACT

This study was conducted to develop a means for implementing proven recruitment strategies to attract and retain students in postsecondary vocational programs in Florida. In order to achieve this purpose, the following objectives were set: (1) to identify methods to overcome the most significant barriers to student retention identified by students, administrators, teachers, and counselors as reported by Scanlon, Arrington, Cheek, and Beeman (1982); (2) to develop alternative strategies for student recruitment that address specific barriers identified by vocational school dropouts and reenrollees; and (3) to develop a model for implementing alternative recruitment and retention strategies in vocational programs. Through a survey of national leaders in vocational education, six states were identified as leaders in postsecondary vocational edcuation, and state directors from these states identified exemplary projects. Local administrators of these exemplary programs were interviewed by telephone to ascertain strategies to overcome the identified barriers to student retention. These strategies were synthesized into a survey instrument through which a national sample of vocational administrators were asked to assess the degree of implementation and success of these strategies. It was found that 13 major barriers to students completing vocational training exist; 45 strategies have been used successfully to address these barriers. The most successful strategies usually were the innovative ones. Based on the data collected, a model for student recruitment and retention was developed. (KC)

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Final Report

Project No. 3-2D31

From July 1, 1982 to June 30, 1983

Identification of Recruitment Barriers to Vocational Training Programs as Perceived by Students, Teachers, Counselors, and Administrators in Selected Florida Schools

Phase II

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CE036226

Acknowledgements

The writers wish to express gratitude to the area vocational school administrators nationwide who participated in this study. Without their assistance in providing information, this study would not have been possible.

Thanks also goes to those involved in field testing the instruments and to the state and national leaders who provided assistance in identifying exemplary vocational education programs. Appreciation is also expressed to Marilyn Mullis, graduate assistant, for her assistance in reviewing literature and compiling the data, and to Mike Conlan for his assistance in the statistical analyses and computer programming. The assistance of several staff members in the Department of Agricultural and Extension Education in planning and directing this study is gratefully acknowledged. Appreciation is also expressed to Roxann Mayros for typing and word processing the final report.

ABSTRACT OF THE FINAL REPORT

Title of the Project	Identification of Recruitment Barriers to Vocational Training Programs as Perceived by Students, Teachers, Counselors, and Administrators in Selected Florida Schools. Phase II
Organization	University of Florida
Project Director	Jimmy G. Cheek
Expenditures	$20,000
Duration of Project	July 1, 1982 - June 30, 1983
Project Number	3-2D31

Problem

Vocational educators have been concerned in recent years over the number of students leaving school before obtaining adequate skills and training to acquire and maintain employment. Educators have reported that even among the more successful vocational education programs, a number of barriers cause students to not enter vocational programs or to leave the program prior to program completion. Scanlon, Arrington, Cheek, and Beeman (1982) identified 58 successful recruitment practices to attract students into postsecondary vocational programs, and 49 recruitment and retention barriers that were preventing disadvantaged, unemployed, underemployed, and out-of-school youth from enrolling or completing postsecondary vocational education programs. These findings indicated a need to identify successful strategies used to overcome recruitment and retention barriers, and development of a model to implement alternative recruitment and retention strategies.

Objectives

The central purpose of Phase II of the study was to develop a means for implementing proven recruitment strategies to attract and retain students in postsecondary vocational programs. In order to achieve this purpose, the

following specific objectives were developed as guidelines for conducting the study:

1. Identify methods to overcome the most significant barriers to student retention identified by students, administrators, teachers, and counselors and reported by Scanlon, Arrington, Cheek, and Beeman (1982).

2. Develop alternative strategies for student recruitment that address specific barriers identified by vocational school dropouts and re-enrollees.

3. Develop a model for implementing alternative recruitment and retention strategies in vocational programs.

Procedures

National leaders in vocational education were asked to identify states that were leaders in postsecondary vocational education. Six states were identified by this process. State directors from each of the six states identified exemplary programs and provided the names and locations of local programs. Local vocational administrators were interviewed by telephone to ascertain strategies to overcome the identified barriers to student retention in postsecondary vocational programs. The strategies ascertained from the interviews with the vocational administrators were synthesized into a survey instrument designed to ascertain the degree of utilization and degree of success of each of the identified strategies. The survey was mailed to a national sample of vocational administrators and the data collected was used to accomplish objective 1. Objective 2 was accomplished by an evaluation and synthesis of identified recruitment practices. Objective 3 was accomplished by development of models for student recruitment and student retention, to be used as guides for administrators in overcoming barriers to student recruitment and retention.

Results

Among the findings were the following:

1. There are thirteen major barriers to students completing postsecondary vocational training.

2. There are 45 strategies that have been used successfully as perceived by administrators who responded to the survey instrument.

3. The correlation coefficient between degree of utilization and degree of success for each strategy was positive in all cases.

4. Administrators do not always use recruitment strategies that are highly successful, however, the innovative strategies are usually very successful.

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CHAPTER 1

BACKGROUND AND INTRODUCTION

Vocational educators have been concerned in recent years over the number of students leaving school before obtaining adequate skills and training to acquire and maintain employment. Educators have reported that even among the more sucessful vocational education programs, a number of barriers cause students to not enter vocational programs or to leave the progam prior to program completion. Scanlon, Arrington, Cheek, and Beeman (1982) identified 58 successful recruitment practices to attract students into vocational programs (Appendix A) and 49 recruitment and retention barriers (Appendix B) that were preventing disadvantaged, unemployed, underemployed, and out-of-school youth from enrolling or completing vocational education programs. These findings indicated a need to identify successful strategies used to overcome recruitment and retention barriers, and development of a model to implement alternative recruitment and retention strategies.

Based on the findings of Scanlon et al. (1982) the thrust of this study concentrated on identifying strategies to overcome barriers to student retention in postsecondary vocational education by soliciting ideas from successful vocational programs throughout the nation. Also, a major emphasis of the study was to define and synthesize the successful student recruitment practices identified and to develop a model for recruiting and retaining students in postsecondary vocational programs. This constituted Phase II of the study.

Purpose and Objectives

The central purpose of Phase II of the study was to develop a means for implementing proven recruitment strategies to attract and retain students in postsecondary vocational programs. In order to achieve this purpose, the following specific objectives were developed as guidelines for conducting the study:

1. Identify methods to overcome the most significant barriers to student retention identified by students, administrators, teachers, and counselors and reported by Scanlon, Arrington, Cheek, and Beeman (1982).

2. Develop alternative strategies for student recruitment that address specific barriers identified by vocational school dropouts and re-enrollees.

3. Develop a model for implementing alternative recruitment and retention strategies in vocational programs.

Definition of Terms

Barrier - A conflict which prevents a student from entering or completing a vocational program. The conflict may be categorized as dispositional, situational, or institutional (Cross, 1977).

Dispositional Barriers - Those barriers which relate to how adults perceive themselves as learners, such as decided to attend another school, postponed plans temporarily, and afraid they would not do well (Cross, 1977).

FTE - ("Full-Time Equivalent" Student) A full-time equivalent student is one enrolled for 900 hours of instruction per school year. Each year the legislature sets the monetary value of FTE and the weight factors for vocational education (Cheek, 1981).

Institutional Barriers - Institutional practices or procedures that discourage working adults from participating in educational activities such as courses were too difficult, credits were not transferable, and needed more guidance (Cross, 1977).

Model - Webster's Seventh New Collegiate Dictionary defines model as "a description or analogy used to help visualize something that cannot be directly observed" (Webster, 1967, p. 544). Unless otherwise indicated, the use of the word "model" will refer to a graphical representation of a plan used to recruit and retain students in vocational educational programs.

Situational Barriers - Barriers which relate to the student's personal situation such as lack of child care, lack of money, and transportation problems (Cross, 1977).

Vocational Training Program - A program leading to entry or progress in a chosen occupational field.

CHAPTER 2

REVIEW OF LITERATURE

The following is an overview of information related to the recruitment and retention of students in postsecondary vocational education. This literature review was designed to include new and additional information to supplement the literature review conducted during Phase I of this study (Scanlon et al. 1982).

The literature review is divided into three emphasis areas. The first section addresses the retention practices used to overcome barriers encountered by students in postsecondary vocational education. The second section addresses the techniques used for the recruitment of students in postsecondary vocational education. The third section focuses on model development and examples of models that were found in the literature pertaining to recruitment and retention. These models formed the basis for the development of models for recruitment and retention of students in postsecondary vocational education.

Retention

The prevention of student dropout in postsecondary vocational education is the aim of student retention. Lotto (1982) conducted a study in Ohio to determine the characteristics of an effective dropout prevention program and identified four types of strategic approaches to dropout prevention utilized in vocational education. These were; (1) counseling and support services, (2) parental involvement, (3) job placement, and (4) in school vocational instruction.

The factors associated with successfully reducing the dropout rate and/or increasing attendance rates were summarized in three generalizations:

1. Effective dropout prevention programs employ a multiple strategy approach which is integrated into a single program.

2. Effective dropout prevention programs place youth in environments which are unlike the traditional school environment.

3. Effective dropout prevention programs marshall their resources and concentrate them on a relatively small target population.

In addition to the above generalizations are the results from a study by Beacham (1982), to determine the optimal conditions for a dropout recovery program. Conducted at Florida A & M University, this study was aimed at helping high school dropouts. The conclusions drawn from this study were:

1. The learning experiences and activities must be individually tailored to fit the occupational, physical, and psychological needs of the student.

2. An open entry and exit policy is particularly helpful to the potential dropout.

3. Teachers assigned to oversee the non-traditional education of potential dropouts should be specifically trained in working with the needs of these students.

Based upon data collected in a survey of students and administrators at twelve California community colleges, Carvell, Carvell, Holzkamper, and Vann (1980) determined that the success rate of students in nontraditional vocational programs depended on student counseling and instruction. This study suggested that administrators should:

1. Develop and implement a process for counselors to visit vocational classes to talk informally with students.

2. Develop and promote specialized counseling services which would include referral services such as financial aid, veteran's assistance, child care, and health services.

3. Develop short term or orientation courses to provide opportunities for interested students to get hands-on experience for men and women who are exploring vocational programs.

4. Establish liaison between counseling department and service agencies in the community so that referrals can be made quickly and easily for students who encounter problems outside of school that could jeopardize their program completion.

5. Contact employers and use them as guest speakers to explain employment opportunities.

A study was conducted by the Georgia State Department of Education (1980) to provide information and suggestions to help increase the number of nontraditional students who are recruited, trained, and placed on jobs. Recommendations for the retention of nontraditional students in this study were:

1. Attempt to arrange class schedules so there are several nontraditional students in the same class.

2. Provide special introductory courses to the basic tools and language of the occupation.

3. Establish a "buddy system" or peer counseling to help the nontraditional student.

4. Be aware that supportive counseling is most important to the lone nontraditional student in a class, but should be available to all.

5. Make students aware of the facts about supportive services available to them.

Retention and recruitment barriers that deter adults from entering or completing postsecondary vocational educational programs have been divided into three general areas: (1) situational, (2) dispositional, and (3) institutional (Cross, 1977). Situational barriers include circumstances such as home responsibilities, lack of child care, money, or transportation. Dispositional barriers relate to how adults perceive themselves as learners. A lack of confidence in themselves and their inability to succeed will prevent many high school dropouts from seeking adult education. Institutional barriers are school policies or procedures that exclude or discourage working adults from continuing their education due to inconvenient schedule or school locations.

Scanlon, Arrington, Cheek, and Beeman (1982) identified specific retention barriers and classified them according to the three areas identified by Cross (1977). The data for this study were collected through telephone surveys of Florida vocational school dropouts. The top five situational barriers identified were; (1) needed financial aid to stay in the program, (2) needed at home, (3) could not fit part-time job around school, (4) transportation was a problem, and (5) health problems. The top five dispositional barriers identified were; (1) postponed plans temporarily, (2) decided to attend another school, (3) age difference, (4) decided present job was satisfactory, and (5) believed that individual was not prepared enough. The top five institutional barriers identified were; (1) needed more guidance, (2) believed courses were not of suitable quality, (3) lacked information about employment possibilites, (4) courses were too difficult, and (5) courses were not available.

Recruitment

Frequently, barriers that prevent students from continuing in postsecondary vocational education are the same barriers that will prevent students from entering, therefore, administrators must confront these barriers and identify practices which are successful for student recruitment.

Scanlon et al. (1982) surveyed ten area vocational schools in Florida to identify and describe recruitment practices that have been used successfully to attract disadvantaged, unemployed, underemployed, and out-of-school youth. This study determined that the ten most successful practices for student recruitment in vocational training programs were:

1. Encourage high school students to take courses while completing graduation requirements.
2. Advertise programs in local newspapers.
3. Personal contacts with prospective students made by past and present students.
4. Mass mailing of the school class schedule to prospective students.
5. Utilization of special displays emphasizing the success of students who completed vocational programs.
6. Recruitment through community organizations dealing with special target groups.
7. Advertisements or flyers sent to parents.
8. Development of slide-tape presentations for distribution throughout the region.
9. Participation in recruitment programs conducted by high schools.
10. Providing tours of vocational programs for prospective students.

Pershing and Schwandt (1980) utilized two survey instruments, which were mailed to 38 Indiana area vocational technical schools, to ascertain the nature and scope of recruitment practices used in Indiana. The findings indicated that the majority of respondents provide assistance in the areas of occupational information, job placement, graduate follow-up, and specialized remedial instruction. Additional information resulting from this survey included:

1. Vocational guidance counselors frequently do not have sufficient time to recruit students for vocational education programs.

2. The vocational education schools draw largely from a "captive" audience and recruiters use tours and open house activities, distribute literature, and visit feeder schools.

Recruitment of the nontraditional student requires strategies appropriate for the student. A study conducted by the Georgia State Department of Education (1980) showed that stressing problems that develop in nontraditional roles and ways to overcome them was nonproductive as a recruitment strategy for women in nontraditional roles. This study found that a more successful approach was to emphasize more self-awareness and successful role models. It was concluded that vocational schools should work with high schools to assist the feeder schools with providing sound decision-making opportunities for students when considering vocational education.

The Illinois Department of Vocational Education (1980) conducted a study within area vocational schools to ascertain fair recruitment strategies with regard to sex, age, handicap, and ethnic culture. This study concluded that three levels of action were necessary to provide an effective program of student recruitment. These were:

1. Awareness/Interest - To alert the potential student to the many vocational programs available.

2. Desire/Decision - To encourage the potential student to make a decision to enter vocational education.

3. Action/Enrollment - To assist the student to succeed in chosen vocational institution and program.

The Illinois study (1980) and the Georgia State Department of Education study (1980) identified additional strategies to aid in reaching potential students in vocational education. These included newspaper articles, attention-getter giveaways, balloons with messages, brochures with utility bills, bring a friend to school day, comic or coloring books, open house, community meetings, field trips to business and industry, letters to high school seniors, media announcement of graduates, and displays about vocational education programs.

Models

The development of models for use in postsecondary vocational school systems for the purpose of recruitment and retention necessitated a review of literature that proposed a systematic plan for model construction and a review of models that were constructed for similar situations. A model developed for use in implementing strategies must be designed and used with an idea about the needs of the situation and the expected outcomes. Properly used, strategies are methods for attaining desired outcomes (Carvell et al. 1980). In addition, a guidebook was developed detailing the development and use of strategies for the improvement of recruitment, retention, and job placement of students in nontraditional vocational education programs. The guidebook concluded that five planning elements were needed in order for strategies to be effective. They were:

1. Identification of the needs or problems to be resolved.
2. Goals and objectives must be set so that the identified needs/problems can be solved.
3. Strategies must be designed, based upon goals and objectives, using the available resources that can be employed in meeting the goals and objectives.
4. Implementation of strategies must occur in a planned and orderly manner.
5. Assessment of the effectiveness of each strategy or set of strategies must be initiated. Assessment is to determine the extent to which the needs/problems have been resolved and the goals attained (Carvel et al., 1980, p.11).

Supporting this plan was a model developed by the Illinois Department of Education for fair recruitment to aid in the selection of strategies for the recruitment of nontraditional students. The identified strategies in the model included these steps:

1. What - title of the strategy

2. When - time when strategy is to be implemented

3. Where - location where strategy is to be implemented

4. Who - individual(s) responsible for strategy implementation

A recruitment model was developed by the Associated Educational Consultants, Inc. (1979) as part of an overall model for a fictitious area vocational/technical school in West Virginia. This recruitment model (Figure 1) shows recruitment beginning in grade seven with emphasis toward postsecondary vocational education beginning about the eleventh grade. Examples of the suggested recruitment practices are; (1) vocational center open house, (2) develop a slide-tape presentation, (3) summer exploratory visits to the vocational center, (4) brochure development and dissemination, and (5) recruiting teams.

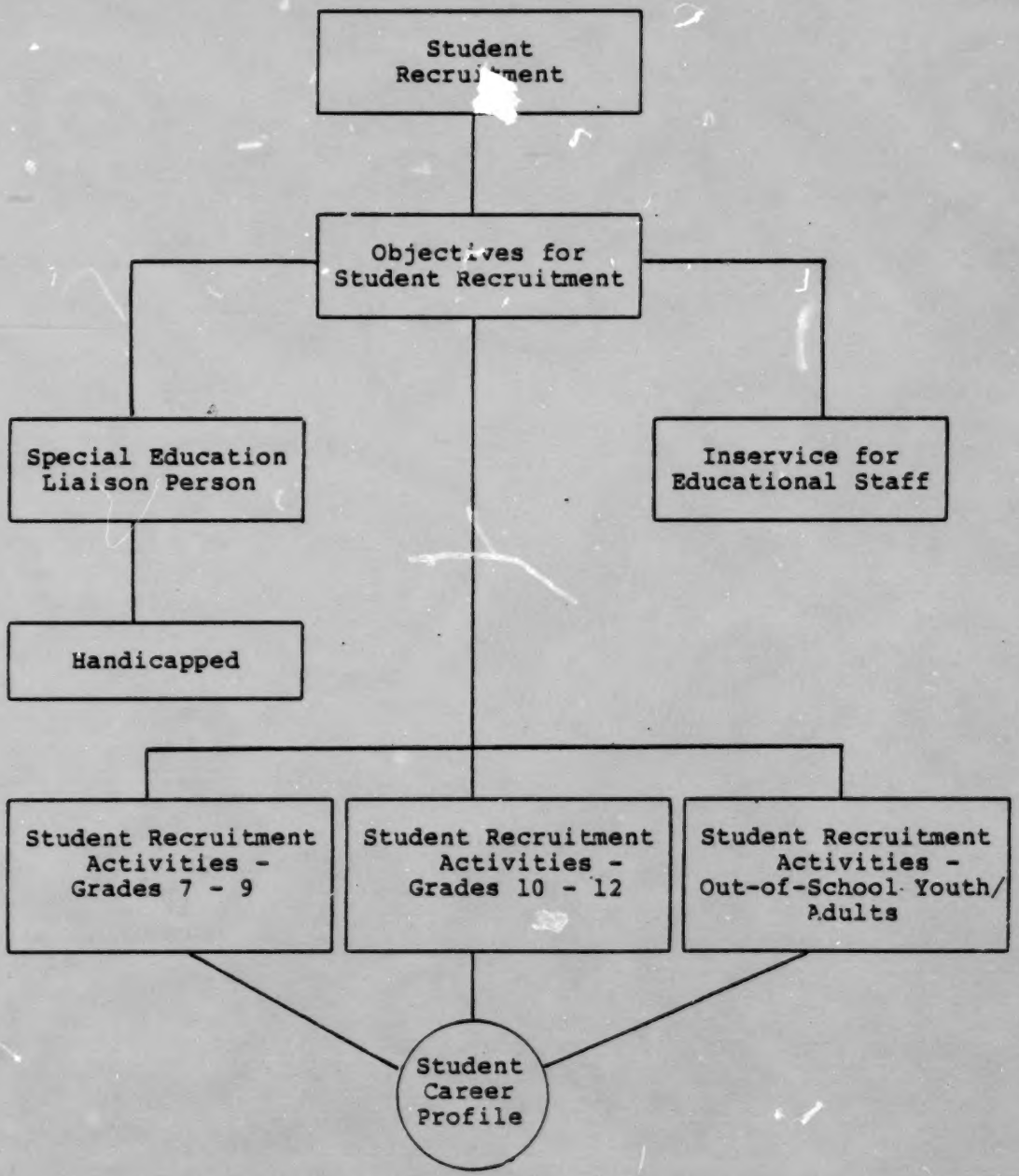
A linkage model between industry and education was developed by Churchill (1983) and begins with communication between the two groups. This study emphasized that a good model must provide for continual feedback and evaluation to aid and improve the linkage. The facilitator utilizes feedback from the educational system and industry to adjust the linking activities. This continual feedback allows for adjustment in the program and a constant flow of up-to-date information for the improvement of the system.

Summary

This literature review was designed to include new and additional information to supplement the literature review conducted during Phase I of this study. The studies reviewed concur that recruitment and retention in postsecondary vocational education must be an active, continual process. Effective programs have been designed and are continuing to be improved to allow for the special needs of the nontraditional student. There are numerous identified barriers that prevent many students from entering or completing postsecondary education.

Of the recruitment and retention models identified, all were designed to aid administrators in implementing strategies. However, only a few studies presented a rationale for how the actual model was developed.

Figure 1. Recruitment Model Developed by Associated Educational Consultants, Inc. (1979) as part of an Overall Model for a Fictitious Area Vocational/Technical School in West Virginia


Student Recruitment
Objectives for Student Recruitment
Special Education Liaison Person
Inservice for Educational Staff
Handicapped
Student Recruitment Activities - Grades 7 - 9
Student Recruitment Activities - Grades 10 - 12
Student Recruitment Activities - Out-of-School Youth/ Adults
Student Career Profile

CHAPTER 3

RESEARCH PROCEDURE

This chapter reports the research procedures employed to accomplish the major purpose and objectives of the study and is divided into the following sections; (1) population and sample investigated, (2) instrumentation, (3) data collection procedures, and (4) statistical analysis.

Population and Sample

The study utilized two samples from a population of 1433 postsecondary vocational institutions throughout the nation as identified by Praken Publications. The first sample was selected based upon the recommendations of twelve state and national leaders in vocational education. The national leaders were asked to identify five states that were the leaders in postsecondary vocational education. Sixteen states were identified by at least one national leader. The six states that were named most frequently were selected for the study sample. The state directors for vocational education in each of the six states selected were contacted and asked to identify six programs within their state that had exemplary postsecondary vocational programs. The state directors provided the program location, local director's name, and telephone number. As a result of these recommendations, a sample of twenty-four of the thirty-six local administrators were interviewed by telephone.

After eliminating the twenty-four institutions that were used in the first sample, the second sample was selected. Based upon a recommended sample selection table (Yamane, 1967), a random sample of 312 institutions was selected. A precision level of plus or minus 5 percent was used. This sample was sent questionnaires by mail.

Instrumentation

Two instruments were developed to accomplish objective one. Objectives two and three did not require an instrument.

Development of the first instrument began with a list of 49 barriers to entering and remaining in postsecondary vocational education programs which had been identified by Scanlon et al. (1982). The list was condensed to thirteen based on the ranking of each barrier's importance by students, administrators, counselors, and teachers. The top ten barriers as ranked by the students were used, and also any that were ranked ten or higher by the administrators, counselors, or teachers. Several barriers that were closely related were combined into one. The thirteen barriers ascertained by this process were included in the instrument. The barriers are listed and discussed in Appendix C. The instrument which was developed from the identified barriers was a thirteen question, open-ended telephone interview survey which sought to ascertain strategies to overcome identified barriers to student retention. The time required to discuss thirteen questions was too long to keep an administrator on the telephone, therefore, after each of the thirteen questions were analyzed, the instrument was divided into three parts. Part A of the instrument contained four questions related to the student's attitude toward the school, Part B contained four questions related to the student's personal situation, and Part C contained five questions related to the student's attitude toward their personal needs as a learner. Since the questions were divided into three approximately uniform groups, it was possible for the researchers to randomly assign one group of questions to each member of the sample and conduct ten to fifteen minute interviews.

Content validity of the instrument was established by field testing the instrument using nine Florida area vocational school directors. Interviews were conducted using one of the three parts of the instrument with each director. The directors were asked to respond to the instrument, make suggestions for additions or deletions to the questions and comment on the overall clarity of the instrument. No revisions were recommended, therefore, the instrument was used as developed. The instrument (Appendix D) was used to interview 24 vocational school directors in six states to ascertain strategies to overcome barriers to student retention. The interviews were tape recorded then transcribed. Eighty-five strategies were ascertained from the interviews. The 85 strategies identified were then used to develop the second instrument.

The second instrument listed the 85 strategies identified by the first survey. The strategies were categorized by barrier and the respondents' perceptions were solicited using a forced response, four-point Likert scale. The respondents indicated their perception of the degree of utili-

zation of each strategy by circling; (1) no utilization, (2) very little utilization, (3) some utilization, or (4) very much utilization. The same scale was used to rate the degree of success of each strategy.

Content validity of the instrument was established through on-site interviews with seven vocational directors in Florida and Georgia who were asked to respond to the instrument, make appropriate additions or deletions to the lists, and comment on the overall clarity of the instrument. No revisions were recommended, therefore, the instrument was used as developed. Directors who were involved in establishing content validity of the instrument were not included in the study sample. The instrument was mailed to a national sample of vocational school administrators and is included as Appendix E.

Data Collection

Data for the study were collected from January 3, 1983 to April 1, 1983. The information for development of the instruments and data for the study were collected using a telephone interview survey and a mail survey of vocational administrators.

The telephone interview survey was conducted by the researchers. The interviews were tape recorded and transcribed by a graduate research assistant. A 100 percent response rate was achieved using the telephone survey.

The vocational administrator survey was mailed to 312 vocational administrators throughout the nation. A cover letter (Appendix F) and a return envelope were included with each instrument. Two weeks after the initial mailing a follow-up letter (Appendix G), a copy of the instrument, and a return envelope were mailed to those who had not responded. In an effort to increase the response rate, a second follow-up letter (Appendix H), another copy of the instrument, and a stamped return envelope were mailed to the non-respondents. The surveys were coded so that follow-up letters were sent only to those not responding.

On the pre-determined cut-off date, 201 surveys had been returned. Of these, 146 were usable in the study. This was a 64.4 percent overall return rate and a 46.8 percent usable return rate.

The reason for the unusually large number of non-usable instruments was that many of the schools did not offer post-secondary programs. The researchers contacted several poten-

tial sources for a complete list of postsecondary institutions. After an exhaustive search and based upon the recommendations of others in vocational education, a mailing list was selected and purchased from Praken Publications, Ann Arbor, Michigan. Based on the responses, it seemed that the term postsecondary was not accurately defined and the list contained approximately 25 percent secondary schools. Most of the comments on the non-usable surveys related to the fact that the school did not offer a postsecondary program and the administrator did not feel qualified to respond to an instrument that related to postsecondary students.

The data used in objective two were synthesized from the data in Phase I of the study. The synthesis involved an evaluation and selection of the ten most utilized and the ten most successful recruitment practices. Additionally, a description was written of each innovative recruitment practice identified by vocational directors during personal interviews in Phase I of the study.

The data used in objective three were synthesized from the data in Phase I and Objective 1, Phase II of this study. The synthesis involved an evaluation of each barrier and strategy. The strategies selected for inclusion in the retention model were identified by establishing 3.00 as a minimum mean score. Deviations from the 3.00 mean were allowed based on the statistically significant differences from the 3.00 mean (i.e. if a strategy with a mean score less than 3.00 was not significantly different from the 3.00 mean, it was included in the list of strategies for use in the model).

Statistical Analysis

Objective one, to identify strategies to overcome the barriers to retention in postsecondary vocational education programs, was measured by developing an 85 question instrument that utilized a Likert scale to determine the degree of utilization and the degree of success of each identified strategy. Data pertaining to objective one were analyzed by determining the mean response for each strategy categorized by barrier. The mean responses were then rank ordered to indicate those used most frequently and most successfully. Correlation coefficients between responses for utilization and responses for success were determined for each strategy.

Objective two, to develop alternative strategies for student recruitment, did not lend itself to statistical analyses.

Objective three, to develop a model for implementing alternative recruitment and retention strategies in vocational programs did not lend itself directly to statistical analysis, however, the Univariate Analysis of Variance (ANOVA) procedure (Kennedy, 1978) was used to determine if significant differences existed between the means of the retention strategies within each barrier. Tukey's Studentized Range (HSD) test (Kennedy, 1978) was utilized when significant differences were found.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

This chapter is divided into three major sections, each of which addresses one of the three major objectives in the study. Section one presents data that identifies methods to overcome the barriers to retention in postsecondary vocational education programs as identified by students, administrators, teachers, and counselors. Section two presents alternative strategies for student recruitment that address specific barriers identified by vocational school dropouts and re-enrollees. The final section presents models for implementing alternative recruitment and retention strategies in vocational programs.

Objective One

Objective one was designed to identify and describe methods to overcome the barriers to retention identified by students, administrators, teachers, and counselors as reported by Scanlon et al. (1982). Of the 49 barriers identified , the list was condensed to thirteen based on the ranking of their importance as perceived by those surveyed. The top ten barriers as ranked by the students were used in addition to any that were ranked ten or higher by the administrators, counselors, or teachers. Also, several barriers that were closely related were combined into one. For example, several barriers related to the need for financial aid, therefore, all barriers directly related were included in, "Students Need Financial Aid." The thirteen barriers ascertained by this process are listed and discussed in Appendix C.

To ascertain strategies for overcoming the identified barriers, vocational directors with exemplary programs were interviewed by telephone and asked to describe how they overcame the specific barriers in their programs. From the telephone interviews, 85 strategies were identified. A mail survey instrument was then developed to ascertain the opinion of a nationwide sample as to the degree of utilization and the perceived degree of success of each strategy.

The respondents were asked to indicate the degree of utilization and the degree of success of each of 85 retention strategies rated on a Likert Scale with a rating of 1 indicating no utilization, 2 indicating very little utilization, 3 indicating some utilization, and 4 indicating very much utilization. They also rated the degree of success of each strategy using the same scale. The data are presented and described in the following tables.

The data presented in Table 1 indicate that financial aid counseling is the highest ranked strategy by utilization for overcoming the student's need for financial aid. The administrators did not consider this the most successful strategy, however, since they rated assisting students with applying for Federal (BEOG) grants as the most successful. Utilizing veteran benefits was considered the second most successful strategy while implementing a work study program was ranked third. The use of CETA was ranked as the second most utilized strategy and assisting students with applying for Federal (BEOG) grants was ranked third. The data also show that securing industry sponsorships and providing scholarships were the least utilized strategies. The perceptions of the degree of success of these strategies by those using them were also ranked low.

The strategy ranked first as being the most utilized for overcoming the barrier defined as "Students Cannot Fit School Around Part-Time Jobs" is to allow students to enroll part-time. This strategy was also ranked first as to its degree of success. Providing flexible schedules and offering courses at alternative times were ranked second and third respectively for degree of utilization. As far as the degree of success for these two strategies, they were ranked third and second respectively. Utilizing funds available to employ students within the school system and assisting students in finding part-time jobs compatible with the school schedule were the least used strategies and also perceived as being the least successful according to the data in Table 1.

Providing a school sponsored transportation system was ranked first in utilization and success as being the strategy for overcoming the barrier of "Inadequate Transportation for Students." Organizing car pools and encouraging students to use the public bus system were ranked second and third

respectively as to their degree of utilization, but were reversed in rank for perceived degree of success. According to the data in Table 1, encouraging the use of a private industry sponsored transportation system was the lowest ranked strategy by utilization and success.

Respondents to the survey address the issue of "Students Need More Guidance" by administering tests to identify interests and abilities, providing student services personnel and publicizing the availability of counseling services. The data in Table 1 indicate that these three strategies were ranked as the three most utilized and most successful. Also, it was found that most administrators did not hire additional vocational counselors to help with this problem. Of those who did, it was the least successful practice used.

Most administrators agree that the most successful way to get students to attend class regularly is to get them into hands-on work quickly. This strategy was ranked first in utilization and success. The second most utilized strategy was to establish rigid attendance requirements, however, administrators felt that the use of competency based instruction had been more successful. Make-up sessions and reprimands were the least used and are the least successful strategies according to the data in Table 1.

Active involvement of an advisory committee, consultation with industry personnel, and assessment of job placement and employer satisfaction were the most utilized and the most successful strategies for overcoming the barrier identified as "Courses are not Deemed to be of Desirable Quality for the Students." Very few administrators used merit based pay for instructors to improve the quality of their programs. Those who did indicated that merit based pay for instructors was the least successful practice used, as shown by the data in Table 1. Also, consultations with state program specialists, utilization of faculty evaluations by students, and replacing the instructor were used with very little success.

The respondents indicated that emphasizing work ethics in class was the most often used practice to encourage students to accept the responsibilities associated with the program. Providing counseling and guidance for students and using competency based instruction were the second and third most utilized strategies. The use of competency based instruction, emphasizing work ethics, and providing counseling and guidance were also the three most successful strategies. The respondents also indicated that they did not suspend students from programs very often. Of those who did, it was the least successful strategy used as indicated by the data in Table 1.

Relating theory and application to the job was the most often used and the most successful strategy to motivate students. Making sure students get what they came to get and making the students feel they are part of the system were the second and third ranked strategies by utilization and success. Sponsoring student clubs and encouraging students to participate in competitive contests were successful strategies as indicated by the data in Table 1. The least used and also the least successful practice, as indicated by those who used it, was to conduct special motivational seminars.

According to the respondents, individualized instruction was provided for those students whose secondary education was inadequate for them to succeed in a chosen vocational program. This strategy ranked first in degree of utilization and second in degree of success. Remedial instruction was perceived to be the most successful strategy and the second most utilized. Ability grouping was the least used strategy and also considered to be the least successful by those who used it as revealed by the data in Table 1.

When students accept jobs related to their vocational training prior to program completion, the respondents indicated that most administrators apply the students' work experience toward program completion requirements. This strategy was ranked first in utilization and success. Providing a supervised cooperative experience was ranked third by utilization and second by success, while maintaining an open entry/open exit policy was ranked second by utilization and third by success. Most administrators do not discourage potential employers from employing students before completion of a program according to the respondents. Those who have discouraged this practice found it the least successful way to overcome the barrier. This is evident by the data in Table 1.

The respondents indicated that instructors are encouraged to work more closely with the students who are easily frustrated. This strategy was ranked as the most utilized and the most successful as shown by the data in Table 1. The data in Table 1 also indicate that providing counseling and advising, building in early success for students, referring students to counselors, and providing developmental programs to help students meet their level of expectation were perceived as being successful strategies. The least used and the least successful strategy to help frustrated students was to administer placement tests.

The respondents indicated that when students temporarily postpone their plans to attend school, the most often used

strategy is to require the student to have an exit interview. However, the data in Table 1 show that the most successful strategy was to allow the student to finish on a part-time basis. Requiring students to have an exit interview was ranked second by perceived degree of success. The data in Table 1 also show that student follow-up to encourage them to re-enroll was the least used and the least successful strategy.

Private child care facilities was ranked the most utilized strategy for assisting students with small children, however, it ranked second by perceived degree of success. A child care facility operated by the school was perceived as being the most successful strategy for overcoming the barrier defined as "There is a Need for Child Care on the Part of the Student." Co-op child care was the least used, and perceived to be the least successful strategy for overcoming this concern as shown by the data in Table 1.

Table 1

Number, Mean Scores, and Rank Order
for Each Strategy for Utilization
and Success by Barrier

Item	Utilization			Success		
	N	Mean	Rank	N	Mean	Rank
NEED FOR FINANCIAL AID ON THE PART OF THE STUDENT						
Provide scholarships	144	2.05	8	85	2.93	8
Provide financial aid counseling	145	2.92	1	123	3.12	4
Assist students with applying for grants:						
Federal, i.e., BEOG	143	2.86	3	110	3.29	1
State, i.e., SEOG	140	2.22	7	79	3.09	5
Secure industry sponsorships	144	2.01	9	90	2.63	9
Assist students find part-time work	145	2.81	4	128	3.01	7
Implement work study program	145	2.63	6	107	3.14	3
Make use of CETA	145	2.88	2	124	3.03	6
Use veteran benefits	144	2.69	5	106	3.23	2
STUDENTS CANNOT FIT SCHOOL AROUND PART-TIME JOBS						
Offer courses at alternative times	144	2.22	3	93	2.99	2
Assist student in finding part-time job compatible with school schedule	144	2.02	4	94	2.52	5
Utilize funds available to employ students within school system	143	1.97	5	81	2.79	4
Provide flexible schedule	143	2.27	2	94	2.95	3
Allow students to enroll part-time	143	2.57	1	104	3.14	1

Table 1 (continued)

Item	Utilization N	Utilization Mean	Utilization Rank	Success N	Success Mean	Success Rank
TRANSPORTATION FOR STUDENTS IS INADEQUATE						
Encourage use of public bus system	142	2.01	3	62	3.10	2
Provide school sponsored transportation system	143	2.20	1	72	3.18	1
Encourage use of private industry sponsored transportation system	142	1.20	4	20	1.90	4
Organize car pools	142	2.13	2	89	2.83	3
STUDENTS NEED MORE GUIDANCE						
Hire additional vocational counselors	144	1.92	7	76	2.76	7
Publicize availability of counseling services	145	2.81	3	124	3.05	3
Utilize industry public information services	146	2.25	5	105	2.79	6
Administer test to identify interest and abilities	145	2.83	1	121	3.14	2
Provide student services personnel	143	2.81	2	114	3.21	1
Assign instructors counseling responsibilities	146	2.11	6	91	2.91	5
Provide a career assistance center	145	2.28	4	92	3.00	4
STUDENTS DO NOT ATTEND CLASS REGULARLY						
Provide counseling	144	3.27	3	136	3.02	4
Give reprimands	146	2.82	5	130	2.81	5
Allow make-up sessions	145	2.32	6	98	2.70	6
Establish rigid attendance requirements	146	3.30	2	137	3.15	3
Use competency based instruction	146	2.98	4	126	3.17	2
Get students into hands-on work quickly	146	3.51	1	142	3.46	1

Table 1 (continued)

Item	Utilization N	Utilization Mean	Utilization Rank	Success N	Success Mean	Success Rank
COURSES ARE NOT DEEMED TO BE OF DESIRABLE QUALITY FOR THE STUDENTS						
Assess job placement and employer satisfaction....	143	3.18	3	131	3.25	2
Modify course content.....	145	2.99	5	133	3.06	4
Use alternative instructional methods.....	144	2.94	6	132	3.01	6
Consult with state program specialist.....	144	2.42	8	114	2.64	10
Consult with industry personnel.....	145	3.25	2	136	3.23	3
Utilize the active involvement of an advisory committee.....	144	3.44	1	135	3.32	1
Utilize indepth program evaluation.....	144	2.94	7	129	2.96	7
Provide merit based pay for instructors.....	144	1.41	11	30	2.53	11
Utilize faculty evaluations by:						
Administrator.....	143	3.17	4	130	3.01	5
Students.....	143	2.34	9	93	2.74	9
Replace instructor.....	144	1.97	10	91	2.81	8
STUDENTS DO NOT ACCEPT THE RESPONSIBILITY ASSOCIATED WITH THE PROGRAM						
Provide counseling and guidance for students.....	144	3.28	2	139	2.99	3
Have students sign a statement indicating they understand the rules before beginning the program	144	2.98	4	119	2.95	4
Suspend students from program.....	144	2.53	5	125	2.70	6
Emphasize work ethic in class.....	144	3.42	1	137	3.07	2
Use competency based instruction.....	143	3.04	3	125	3.12	1
Conduct seminars on topics such as how to study, take tests, handle stress, and use time wisely.	142	2.25	6	98	2.77	5

Table 1 (continued)

Item	Utilization N	Utilization Mean	Utilization Rank	Success N	Success Mean	Success Rank
STUDENTS LACK MOTIVATION						
Present awards, merit certificates, and other individual recognition	145	2.84	5	128	2.96	6
Encourage student participation in competitive contests	144	2.78	6	119	3.05	4
Conduct special motivational seminars	144	1.79	10	71	2.56	10
Provide challenging pace in course of study	144	2.86	4	126	2.95	7
Sponsor student clubs	143	2.74	7	114	3.04	5
Present scholarships recognizing achievement	142	2.01	8	77	2.82	9
Make sure students are getting what they came to get	144	3.22	2	131	3.21	2
Organize intramural sports and activities	142	1.82	9	57	2.95	8
Make students feel they are a part of the system	144	3.17	3	135	3.07	3
Relate theory and application to job	145	3.60	1	140	3.51	1
STUDENTS' SECONDARY EDUCATION IS INADEQUATE						
Administer entrance and diagnostic exam	143	2.75	3	113	3.04	3
Provide remedial instruction	143	3.08	2	127	3.15	1
Adhere to strict entrance requirements	143	2.33	5	104	2.85	5
Provide for individualized instruction	143	3.11	1	135	3.15	2
Group students according to ability	142	2.00	6	85	2.72	6
Encourage peer tutoring	143	2.61	4	113	2.98	4

Table 1 (continued)

Item	Utilization N	Utilization Mean	Utilization Rank	Success N	Success Mean	Success Rank
STUDENTS ACCEPT JOBS RELATED TO THEIR VOCATIONAL TRAINING PRIOR TO PROGRAM COMPLETION						
Provide a supervised co-op experience.....	143	2.64	3	107	3.30	2
Apply work experience toward program completion requirements.....	141	2.77	1	112	3.33	1
Follow-up students and encourage them to return and complete program.....	143	2.62	4	116	2.67	6
Refuse to give a job recommendation until students complete program.....	142	2.06	6	80	2.71	5
Discourage potential employers from employing students before completion of program.....	142	1.96	7	80	2.66	7
Maintain open entry-open exit policy.....	141	2.65	2	97	3.25	3
Allow student to complete course at night.....	139	2.17	5	79	3.03	4
STUDENTS ARE EASILY FRUSTRATED AND FEAR THEY WILL NOT DO WELL IN THEIR CHOSEN PROGRAM						
Provide counseling and advising.....	140	3.27	2	132	3.12	2
Use placement test.....	140	2.41	6	98	2.92	6
Encourage instructors to work more closely with students.....	141	3.38	1	134	3.22	1
Provide developmental program to help students meet level of expectation.....	140	2.66	5	113	3.04	5
Instructor refer students to counselor.....	139	3.04	3	129	3.05	4
Build in early success for students.....	140	2.91	4	127	3.09	3

Table 1 (continued)

Item	Utilization N	Utilization Mean	Utilization Rank	Success N	Success Mean	Success Rank
STUDENTS TEMPORARILY POSTPONE PLANS TO ATTEND SCHOOL						
Allow student to test out of some areas of course work	141	2.35	3	94	2.88	3
Allow students to finish on a part-time basis	141	2.31	4	88	3.14	1
Require students to have an exit interview	141	2.43	1	96	2.91	2
Follow-up students to encourage them to re-enroll.	140	2.26	5	94	2.65	5
Allow re-entry at any time	140	2.41	2	100	2.80	4
THERE IS A NEED FOR CHILD CARE ON PART OF STUDENT						
Child care facility operated by school	139	1.50	2	33	3.00	1
Private child care facility in area	138	2.04	1	72	2.89	2
Child care co-op	139	1.32	3	27	2.67	3

The data in Tables 2 and 3 show the frequency distribution of the responses to the degree of utilization and success. Also shown is the percent of responses by degree of utilization and success for each strategy. The whole numbers show the total responses in each category and the numbers in parentheses are the percentage of responses by category. Since the data were presented in detail in the previous discussion of Table 1, no further explanation is presented here. However, it is displayed in this manner to provide further insight into the data gathered in this study.

The data in Table 4 presents correlation coefficients between responses to utilization and success. To make the correlation coefficients realistic, all "No Utilization" responses were deleted, thereby eliminating the bias created by opinions that are not founded on experience. Thus, the correlation coefficients indicate the relationship between the usage of the strategies and the strategies' perceived success.

All correlation coefficients were positive and all but three were significant at the .01 level. The correlation coefficients indicate a close relationship between utilization and success, i.e. when the respondents rated a strategy high for utilization, they also rated it high for success. This indicates that they feel the strategies they use are successful. Also, high correlation coefficients were found between strategies that were rated low for utilization and also low for success. Thus, this indicates that they perceive the strategies which are not utilized as also not being successful.

The highest correlations between utilization and success were found for the following strategies; provide a child care facility operated by the school (.878), allow students to complete courses at night (.849), provide a school sponsored transportation system (.838), offer courses at alternative times (.813), and allow students to enroll part-time (.806). The strategies that did not have a significant correlation between utilization and success were; encourage the use of a private industry sponsored transportation system (.110), replace instructor (.222), and provide merit based pay for instructors (.253). All other correlations were between .797 and .341.

Table 2

Frequency Distribution of Responses to Utilization of Retention Strategies

Item	UTILIZATION None 1	Very Little 2	Some 3	Very Much 4
NEED FOR FINANCIAL AID ON THE PART OF THE STUDENT				
Provide scholarships.....	58 (40.3)	30 (20.8)	47 (32.6)	9 (6.3)
Provide financial aid counseling.....	19 (13.1)	22 (15.2)	55 (37.9)	49 (33.8)
Assist student with applying for grants:				
Federal, i.e. BEOG.....	31 (21.7)	16 (11.2)	38 (26.6)	58 (40.5)
State, i.e. SEOG.....	59 (42.2)	21 (15.0)	30 (21.4)	30 (21.4)
Secure industry sponsorship.	50 (34.7)	52 (36.2)	32 (22.2)	10 (6.9)
Assist students find part-time work.....	14 (9.7)	31 (21.4)	69 (47.5)	31 (21.4)
Implement work study program	36 (24.8)	16 (11.1)	58 (40.0)	35 (24.1)
Make use of CETA.....	19 (13.1)	29 (20.0)	48 (33.1)	49 (33.8)
Use veteran benefits.....	37 (25.7)	14 (9.7)	49 (34.0)	44 (30.6)
STUDENTS CANNOT FIT SCHOOL AROUND PART-TIME JOB				
Offer courses at alternative times.....	51 (35.4)	29 (20.1)	45 (31.3)	19 (13.2)
Assist student in finding part-time job compatible with school schedule....	49 (34.0)	47 (32.6)	44 (30.6)	4 (2.8)

Numbers in parentheses are percentages.

Table 2 (continued)

Item	UTILIZATION None 1	Very Little 2	Some 3	Very Much 4
PART-TIME JOBS (continued)				
Utilize funds available to employ students within school system.....	62 (43.3)	35 (24.5)	34 (23.8)	12 (8.4)
Provide flexible schedule...	49 (34.3)	28 (19.6)	44 (30.7)	22 (15.4)
Allow students to enroll part-time.....	39 (27.3)	21 (14.7)	45 (31.5)	38 (26.5)
TRANSPORTATION FOR STUDENTS IS INADEQUATE				
Encourage use of public bus system	78 (54.9)	10 (7.0)	28 (19.7)	26 (18.4)
Provide school sponsored transportation system...	69 (48.3)	16 (11.2)	19 (13.3)	39 (27.2)
Encourage use of private industry sponsored transportation system...	122 (85.9)	13 (9.2)	6 (4.2)	1 (0.7)
Organize car pools.....	53 (37.3)	36 (25.4)	35 (24.6)	18 (12.7)
STUDENTS NEED MORE GUIDANCE				
Hire additional vocational counselors.....	68 (47.2)	28 (19.4)	40 (27.8)	8 (5.6)
Publicize availability of counseling services.....	19 (13.1)	20 (13.8)	76 (52.4)	30 (20.7)
Utilize industry public information services....	39 (26.7)	46 (31.5)	46 (31.5)	15 (10.3)
Administer test to identify interest and abilities..	23 (15.9)	19 (13.1)	63 (43.4)	40 (27.6)
Provide student services personnel.....	30 (21.0)	17 (11.8)	46 (32.2)	50 (35.0)

Numbers in parentheses are percentages.

Table 2(continued)

Item	UTILIZATION None 1	Very Little 2	Some 3	Very Much 4
MORE GUIDANCE (continued)				
Assign instructors counseling responsibilities.	53 (36.3)	35 (24.0)	47 (32.2)	11 (7.5)
Provide career assistance center.....	53 (36.6)	25 (17.2)	40 (27.6)	27 (18.6)
STUDENTS DO NOT ATTEND CLASS REGULARLY				
Provide counseling.....	8 (5.6)	11 (7.6)	59 (41.0)	66 (45.8)
Give reprimands.....	16 (11.0)	26 (17.8)	72 (49.3)	32 (21.9)
Allow make-up sessions.....	46 (31.7)	22 (15.2)	62 (42.8)	15 (10.3)
Establish rigid attendance requirements.....	8 (5.5)	21 (14.4)	37 (25.3)	80 (54.8)
Use competency based instruction.....	19 (13.0)	20 (13.7)	52 (35.6)	55 (37.7)
Get students into hands-on work quickly.....	3 (2.1)	6 (4.1)	50 (34.2)	87 (59.6)
COURSES ARE NOT DEEMED TO BE OF DESIRABLE QUALITY FOR THE STUDENTS				
Assess job placement and employer satisfaction...	10 (7.0)	14 (9.8)	59 (41.2)	60 (42.0)
Modify course content.....	10 (6.9)	16 (11.0)	84 (57.9)	35 (24.2)
Use alternative instructional methods.....	10 (6.9)	21 (14.6)	80 (55.6)	33 (22.9)

Numbers in parentheses are percentages.

Table 2 (continued)

Item	UTILIZATION None 1	Very Little 2	Some 3	Very Much 4
NOT DESIRABLE QUALITY (cont.)				
Consult with state program specialist.....	28 (19.4)	44 (30.6)	55 (38.2)	17 (11.8)
Consult with industry personnel.....	5 (3.4)	14 (9.7)	66 (45.5)	60 (41.4)
Utilize the active involvement of an advisory committee.....	6 (4.2)	9 (6.3)	44 (30.5)	85 (59.0)
Utilize indepth program evaluation.....	11 (7.6)	19 (13.2)	82 (56.9)	32 (22.3)
Provide merit based pay for instructors.....	114 (79.1)	8 (5.6)	15 (10.4)	7 (4.9)
Utilize faculty evaluations by:				
Administrator.....	11 (7.7)	15 (10.5)	56 (39.2)	61 (42.6)
Students.....	48 (33.6)	25 (17.5)	43 (30.1)	27 (18.8)
Replace instructor.....	49 (34.0)	56 (38.9)	33 (22.9)	6 (4.2)
STUDENTS DO NOT ACCEPT THE RESPONSIBILITY ASSOCIATED WITH THE PROGRAM				
Provide counseling and guidance for students...	3 (2.1)	16 (11.1)	63 (43.7)	62 (43.1)
Have students sign a statement indicating they understand the rules before beginning the program.....	23 (16.0)	20 (13.9)	38 (26.4)	63 (43.7)
Suspend students from program.....	16 (11.1)	52 (36.1)	60 (41.7)	16 (11.1)

Numbers in parentheses are percentages.

Table 2 (continued)

Item	UTILIZATION None 1	Very Little 2	Some 3	Very Much 4
RESPONSIBILITY (continued)				
Emphasize work ethic in class.....	4 (2.8)	11 (7.6)	49 (34.0)	80 (55.6)
Use competency based instruction.....	17 (11.9)	17 (11.9)	52 (36.4)	57 (39.8)
Conduct seminars on topics such as how to study, take tests, handle stress and use time wisely.....	42 (29.6)	38 (26.7)	47 (33.1)	15 (10.6)
STUDENTS LACK MOTIVATION				
Present awards, merit certificates, and other individual recognition.....	15 (10.3)	30 (20.7)	63 (43.4)	37 (25.6)
Encourage student participation in competitive contests.....	23 (16.0)	24 (16.7)	58 (40.2)	39 (27.1)
Conduct special motivational seminars.....	72 (50.0)	37 (25.7)	28 (19.4)	7 (4.9)
Provide challenging pace in course of study.....	16 (11.1)	20 (13.9)	76 (52.8)	32 (22.2)
Sponsor student clubs.....	28 (19.6)	22 (15.4)	52 (36.4)	41 (28.6)
Present scholarships recognizing achievement.	63 (44.3)	28 (19.7)	38 (26.8)	13 (9.2)
Make sure students are getting what they came for.	11 (7.6)	11 (7.6)	58 (40.3)	64 (44.5)

Numbers in parentheses are percentages.

Table 2 (continued)

Item	UTILIZATION None 1	Very Little 2	Some 3	Very Much 4
STUDENTS LACK MOTIVATION (continued)				
Organize intramural sports and activities.....	85 (59.9)	15 (10.6)	25 (17.5)	17 (12.0)
Make students feel they are a part of the system....	7 (4.9)	15 (10.4)	69 (47.9)	53 (36.8)
Relate theory and application to job.....	3 (2.1)	4 (2.8)	41 (28.3)	97 (66.8)
STUDENTS' SECONDARY EDUCATION IS INADEQUATE				
Administer entrance and diagnostic exams.....	28 (19.6	28 (19.6)	39 (27.3)	48 (33.5)
Provide remedial instruction	15 (10.5)	18 (12.6)	51 (35.7)	59 (41.2)
Adhere to strict entrance requirements.....	39 (27.3)	35 (24.5)	52 (36.3)	17 (11.9)
Provide for individualized instruction....	7 (4.9)	27 (18.9)	52 (36.4)	57 (39.8)
Group students according to ability.....	57 (40.1)	38 (26.8)	37 (26.1)	10 (7.0)
Encourage peer tutoring.....	29 (20.3)	23 (16.1)	66 (46.1)	25 (17.5)
STUDENTS ACCEPT JOBS RELATED TO THEIR VOCATIONAL TRAINING PRIOR TO PROGRAM COMPLETION				
Provide a supervised co-op experience.....	35 (24.5)	19 (13.3)	51 (35.6)	38 (26.6)

Numbers in parentheses are percentages.

Table 2 (continued)

Item	UTILIZATION None 1	Very Little 2	Some 3	Very Much 4
STUDENTS ACCEPT JOBS (cont.)				
Apply work experience toward program completion requirements....	27 (19.1)	15 (10.6)	62 (44.1)	37 (26.2)
Follow-up students and encourage them to return and complete program.....	24 (16.8)	37 (25.9)	52 (36.3)	30 (21.0)
Refuse to give a job recommendation until students complete program..	60 (42.3)	34 (23.9)	28 (19.7)	20 (14.1)
Discourage potential employers from employing students before completion of program.....	61 (43.0)	41 (28.9)	25 (17.5)	15 (10.6)
Maintain open entry/open exit policy.....	43 (30.5)	20 (14.2)	21 (14.9)	57 (40.4)
Allow student to complete course at night.....	61 (43.9)	20 (14.4)	31 (22.3)	27 (19.4)
STUDENTS ARE EASILY FRUSTRATED AND FEAR THEY WILL NOT DO WELL IN THEIR CHOSEN PROGRAM				
Provide counseling & advising	6 (4.3)	13 (9.3)	58 (41.4)	63 (45.0)
Use placement test.....	41 (29.3)	27 (19.3)	46 (32.8)	26 (18.6)
Encourage instructors to work more closely with students.....	5 (3.5)	5 (3.5)	62 (44.1)	69 (48.9)
Provide developmental program to help students meet level of expectation.....	25 (17.9)	28 (20.0)	57 (40.7)	30 (21.4)

Numbers in parentheses are percentages.

Table 2 (continued)

Item	UTILIZATION None 1	Very Little 2	Some 3	Very Much 4
STUDENTS FRUSTRATED (cont.)				
Instructor refer students to counselor.....	8 (5.8)	23 (16.5)	64 (46.0)	44 (31.7)
Build in early success for students.....	11 (7.9)	24 (17.1)	72 (51.4)	33 (23.6)
STUDENTS TEMPORARILY POST-PONE PLANS TO ATTEND SCHOOL				
Allow student to test out of some areas of course work	44 (31.2)	27 (19.1)	47 (33.4)	23 (16.3)
Allow students to finish on a part-time basis....	52 (36.9)	20 (14.2)	43 (30.5)	26 (18.4)
Require students to have an exit interview.....	43 (30.5)	25 (17.7)	42 (29.8)	31 (22.0)
Follow-up students to encourage them to re-enroll.....	46 (32.9)	31 (22.1)	43 (30.7)	20 (14.3)
Allow re-entry at any time..	37 (26.4)	36 (25.7)	39 (27.9)	28 (20.0)
THERE IS A NEED FOR CHILD CARE ON THE PART OF THE STUDENT				
Child care facility operated by the school..	107 (77.0)	8 (5.8)	11 (7.9)	13 (9.3)
Private child care facility in area.....	67 (48.6)	18 (13.0)	34 (24.6)	19 (13.8)
Child care co-op.....	113 (81.3)	11 (7.9)	12 (8.6)	3 (2.2)

Numbers in parentheses are percentages.

Table 3

Frequency Distribution of Responses
to Success of Retention Strategies

Item	SUCCESS			
	None 1	Very Little 2	Some 3	Very Much 4
NEED FOR FINANCIAL AID ON THE PART OF THE STUDENT				
Provide scholarships.....	3 (3.5)	18 (21.2)	46 (54.1)	18 (21.2)
Provide financial aid counseling.....	2 (1.6)	18 (14.6)	66 (53.7)	37 (30.1)
Assist student with applying for grants:				
Federal, i.e. BEOG.....	1 (0.9)	13 (11.8)	49 (44.5)	47 (42.8)
State, i.e. SEOG.....	2 (2.5)	13 (16.5)	40 (50.6)	24 (30.4)
Secure industry sponsorship.	9 (10.0)	27 (30.0)	42 (46.7)	12 (13.3)
Assist students find part-time work.....	2 (1.6)	27 (21.1)	67 (52.3)	32 (25.0)
Implement work study program	1 (0.9)	17 (15.9)	55 (51.4)	34 (31.8)
Make use of CETA.....	3 (2.4)	31 (25.0)	49 (39.5)	41 (33.1)
Use veteran benefits.....	1 (0.9)	12 (11.4)	55 (51.9)	38 (35.8)
STUDENTS CANNOT FIT SCHOOL AROUND PART-TIME JOB				
Offer courses at alternative times.....	3 (3.2)	24 (25.8)	37 (39.8)	29 (31.2)
Assist student in finding part-time job compatible with school schedule....	6 (6.4)	40 (42.6)	41 (43.6)	7 (7.4)

Numbers in parentheses are percentages

Table 3 (continued)

Item	SUCCESS None 1	Very Little 2	Some 3	Very Much 4
PART-TIME JOB (continued)				
Utilize funds available to employ students within school system.....	2 (2.5)	26 (32.1)	40 (49.4)	13 (16.0)
Provide flexible schedule...	3 (3.2)	25 (26.6)	40 (42.5)	26 (27.7)
Allow students to enroll part-time.....	1 (1.0)	19 (18.3)	48 (46.1)	36 (34.6)
TRANSPORTATION FOR STUDENTS IS INADEQUATE				
Encourage use of public bus system	3 (4.8)	9 (14.5)	29 (46.8)	21 (33.9)
Provide school sponsored transportation system...	2 (2.8)	17 (23.6)	19 (26.4)	34 (47.2)
Encourage use of private industry sponsored transportation system...	5 (25.0)	12 (60.0)	3 (15.0)	0 (0.0)
Organize car pools.....	2 (2.2)	29 (32.6)	40 (44.9)	18 (20.3)
STUDENTS NEED MORE GUIDANCE				
Hire additional vocational counselors.....	7 (9.2)	19 (25.0)	35 (46.1)	15 (19.7)
Publicize availability of counseling services.....	1 (0.8)	17 (13.7)	81 (65.3)	25 (20.2)
Utilize industry public information services....	3 (2.9)	31 (29.5)	56 (53.3)	15 (14.3)
Administer test to identify interest and abilities..	0 (0.0)	18 (14.9)	68 (56.2)	35 (28.9)

Numbers in parentheses are percentages.

Table 3 (continued)

Item	SUCCESS None 1	Very Little 2	Some 3	Very Much 4
GUIDANCE (continued)				
Provide student services personnel.....	2 (1.8)	14 (12.3)	56 (49.1)	42 (36.8)
Assign instructors counseling responsibilities.	3 (3.3)	24 (26.4)	42 (46.1)	22 (24.2)
Provide career assistance center.....	1 (1.1)	22 (23.9)	45 (48.9)	24 (26.1)
STUDENTS DO NOT ATTEND CLASS REGULARLY				
Provide counseling.....	2 (1.5)	23 (16.9)	81 (59.5)	30 (22.1)
Give reprimands.....	6 (4.6)	28 (21.6)	81 (62.3)	15 (11.5)
Allow make-up sessions.....	4 (4.1)	30 (30.6)	55 (56.1)	9 (9.2)
Establish rigid attendance requirements.....	1 (0.7)	24 (17.5)	65 (47.4)	47 (34.4)
Use competency based instruction.....	2 (1.6)	18 (14.3)	62 (49.2)	44 (34.9)
Get students into hands-on work quickly.....	0 (0.0)	9 (6.3)	58 (40.9)	75 (52.8)
COURSES ARE NOT DEEMED TO BE OF DESIRABLE QUALITY FOR THE STUDENTS				
Assess job placement and employer satisfaction...	1 (0.8)	17 (13.0)	61 (46.6)	52 (39.6)
Modify course content.....	1 (0.8)	26 (19.5)	70 (52.6)	36 (27.1)

Numbers in parentheses are percentages.

Table 3 (continued)

Item	SUCCESS None 1	Very Little 2	Some 3	Very Much 4
NOT DESIRABLE QUALITY (cont.)				
Use alternative instructional methods.....	0 (0.0)	29 (22.0)	73 (55.3)	30 (22.7)
Consult with state program specialist.....	5 (4.4)	44 (38.6)	52 (45.6)	13 (11.4)
Consult with industry personnel.....	2 (1.5)	18 (13.2)	63 (46.3)	53 (39.0)
Utilize the active involvement of an advisory committee.....	4 (3.0)	16 (11.9)	48 (35.6)	67 (49.5)
Utilize indepth program evaluation.....	1 (0.8)	27 (20.9)	77 (59.7)	24 (18.6)
Provide merit based pay for instructors.....	3 (10.0)	12 (40.0)	11 (36.7)	4 (13.3)
Utilize faculty evaluations by:				
Administrator.....	6 (4.6)	21 (16.2)	69 (53.1)	34 (26.1)
Students.....	8 (8.6)	25 (26.9)	43 (46.2)	17 (18.3)
Replace instructor.....	7 (7.7)	26 (28.6)	35 (38.5)	23 (25.2)
STUDENTS DO NOT ACCEPT THE RESPONSIBILITY ASSOCIATED WITH THE PROGRAM				
Provide counseling and guidance for students...	4 (2.9)	22 (15.8)	84 (60.4)	29 (20.9)
Have students sign a statement indicating they understand the rules before beginning the program.....	4 (3.4)	29 (24.4)	55 (46.1)	31 (26.1)

Numbers in parentheses are percentages.

Table 3 (continued)

Item	SUCCESS None 1	Very Little 2	Some 3	Very Much 4
RESPONSIBILITY (continued)				
Suspend students from program.....	5 (4.0)	44 (35.2)	60 (48.0)	16 (12.8)
Emphasize work ethic in class.....	1 (0.7)	19 (13.9)	87 (63.5)	30 (21.9)
Use competency based instruction.....	2 (1.6)	16 (12.8)	72 (57.6)	35 (28.0)
Conduct seminars on topics such as how to study, take tests, handle stress and use time wisely.....	1 (1.0)	33 (33.7)	52 (53.1)	12 (12.2)
STUDENTS LACK MOTIVATION				
Present awards, merit certificates, and other individual recognition.....	0 (0.0)	34 (26.6)	65 (50.8)	29 (22.6)
Encourage student participation in competitive contests.....	0 (0.0)	29 (24.4)	55 (46.2)	35 (29.4)
Conduct special motivational seminars.....	1 (1.4)	36 (50.7)	27 (38.0)	7 (9.9)
Provide challenging pace in course of study.....	0 (0.0)	31 (24.6)	70 (55.6)	25 (19.8)
Sponsor student clubs.....	0 (0.0)	23 (20.2)	64 (56.1)	27 (23.7)
Present scholarships recognizing achievement.	3 (3.9)	23 (29.9)	36 (46.7)	15 (19.5)

Numbers in parentheses are percentages.

Table 3 (continued)

Item	SUCCESS None 1	Very Little 2	Some 3	Very Much 4
STUDENTS LACK MOTIVATION (continued)				
Make sure students are getting what they came for.	1 (0.8)	10 (7.6)	80 (61.1)	40 (30.5)
Organize intramural sports and activities.....	3 (5.3)	14 (24.6)	23 (40.4)	17 (29.7)
Make students feel they are a part of the system....	1 (0.7)	25 (18.5)	72 (53.4)	37 (27.4)
Relate theory and application to job.....	0 (0.0)	7 (5.0)	55 (39.3)	78 (55.7)
STUDENTS' SECONDARY EDUCATION IS INADEQUATE				
Administer entrance and diagnostic exams.....	2 (1.8)	26 (23.0)	51 (45.1)	34 (30.1)
Provide remedial instruction	4 (3.1)	17 (13.4)	62 (48.8)	44 (34.7)
Adhere to strict entrance requirements.....	1 (1.0)	32 (30.8)	53 (51.0)	18 (17.2)
Provide for individualized instruction....	2 (1.5)	22 (16.3)	65 (48.1)	46 (34.1)
Group students according to ability.....	1 (1.2)	31 (36.5)	44 (51.7)	9 (10.6)
Encourage peer tutoring.....	0 (0.0)	23 (20.4)	69 (61.1)	21 (18.5)
STUDENTS ACCEPT JOBS RELATED TO THEIR VOCATIONAL TRAINING PRIOR TO PROGRAM COMPLETION				
Provide a supervised co-op experience.....	0 (0.0)	10 (9.3)	55 (51.4)	42 (39.3)

Numbers in parentheses are percentages.

Table 3 (continued)

Item	SUCCESS None 1	Very Little 2	Some 3	Very Much 4
STUDENTS ACCEPT JOBS (cont.)				
Apply work experience toward program completion requirements....	1 (0.9)	10 (8.9)	52 (46.4)	49 (43.8)
Follow-up students and encourage them to return and complete program.....	4 (3.4)	47 (40.5)	48 (41.4)	17 (14.7)
Refuse to give a job recommendation until students complete program..	4 (5.0)	30 (37.5)	31 (38.7)	15 (18.8)
Discourage potential employers from employing students before completion of program.....	3 (3.7)	32 (40.0)	34 (42.5)	11 (13.8)
Maintain open entry/open exit policy.....	1 (1.1)	17 (17.5)	36 (37.1)	43 (44.3)
Allow student to complete course at night.....	1 (1.3)	18 (22.8)	38 (48.1)	22 (27.8)
STUDENTS ARE EASILY FRUSTRATED AND FEAR THEY WILL NOT DO WELL IN THEIR CHOSEN PROGRAM				
Provide counseling & advising	1 (0.8)	17 (12.9)	79 (59.8)	35 (26.5)
Use placement test.....	1 (1.0)	22 (22.4)	59 (60.3)	16 (16.3)
Encourage instructors to work more closely with students.....	1 (0.7)	17 (12.7)	67 (50.0)	49 (36.6)

Numbers in parentheses are percentages.

Table 3 (continued)

Item	SUCCESS None 1	Very Little 2	Some 3	Very Much 4
STUDENTS FRUSTRATED (cont.)				
Provide developmental program to help students meet level of expectation.....	1 (0.9)	20 (17.7)	66 (58.4)	26 (23.0)
Instructor refer students to counselor.....	3 (2.3)	21 (16.3)	72 (55.8)	33 (25.6)
Build in early success for students.....	1 (0.8)	19 (15.0)	75 (59.1)	32 (25.1)
STUDENTS TEMPORARILY POSTPONE PLANS TO ATTEND SCHOOL				
Allow student to test out of some areas of course work	3 (3.2)	22 (23.4)	52 (55.3)	17 (18.1)
Allow students to finish on a part-time basis....	0 (0.0)	11 (12.5)	54 (61.4)	23 (26.1)
Require students to have an exit interview.....	2 (2.1)	21 (21.8)	57 (59.4)	16 (16.7)
Follow-up students to encourage them to re-enroll.....	2 (2.1)	36 (38.3)	49 (52.2)	7 (7.4)
Allow re-entry at any time..	2 (2.0)	32 (32.0)	50 (50.0)	16 (16.0)
NEED FOR CHILD CARE ON THE PART OF THE STUDENT				
Child care facility operated by the school..	1 (3.0)	8 (24.3)	14 (42.4)	10 (30.3)
Private child care facility in area.....	2 (2.8)	17 (23.5)	40 (55.6)	13 (18.1)
Child care co-op.....	1 (3.7)	10 (37.0)	13 (48.2)	3 (11.1)

Numbers in parentheses are percentages.

Table 4

Correlation Coefficients Between Utilization and Success by Strategy

Item	Correlation Coefficient
NEED FOR FINANCIAL AID ON THE PART OF THE STUDENT	
Provide scholarships	.341
Provide financial aid counseling	.661
Assist students with applying for grants	
Federal, i.e. BEOG	.640
State, i.e. SEOG	.712
Secure industry sponsorships	.546
Assist students find part-time work	.720
Implement work study program	.678
Make use of CETA	.737
Use veteran benefits	.684
STUDENTS CANNOT FIT SCHOOL AROUND PART-TIME JOB	
Offer courses at alternative times	.813
Assist student in finding part-time job compatible with school schedule	.659
Utilize funds available to employ students within school system	.767
Provide flexible schedule	.729
Allow students to enroll part-time	.806
TRANSPORTATION FOR STUDENTS IS INADEQUATE	
Encourage use of public bus system	.681
Provide school sponsored transportation system	.838
Encourage use of private industry sponsored transportation system	.110*
Organize car pools	.797

*Correlations are not significant at the .01 alpha level.

Table 4 (continued)

Item	Correlation Coefficient
STUDENTS NEED MORE GUIDANCE	
Hire additional vocational counselors.....	.528
Publicize availability of counseling services.....	.506
Utilize industry public information services.....	.765
Administer test to identify interest and abilities.....	.587
Provide student services personnel.....	.726
Assign instructors counseling responsibilities.	.654
Provide a career assistance center.....	.756
STUDENTS DO NOT ATTEND CLASS REGULARLY	
Provide counseling.....	.498
Give reprimands.....	.453
Allow make-up sessions.....	.522
Establish rigid attendance requirements....	.613
Use competency based instruction.....	.577
Get students into hands-on work quickly....	.536
COURSES ARE NOT DEEMED TO BE OF DESIRABLE QUALITY FOR THE STUDENTS	
Assess job placement and employer satisfaction.....	.690
Modify course content.....	.617
Use alternative instructional methods.....	.710
Consult with state program specialist.....	.735
Consult with industry personnel.....	.751
Utilize the active involvement of an advisory committee.....	.603
Utilize indepth program evaluation.....	.610
Provide merit based pay for instructors....	.253*
Utilize faculty evaluations by:	
Administrator.....	.504
Students.....	.603
Replace instructor.....	.222*

*Correlations are not significant at the .01 alpha level.

Table 4 (continued)

Item	Correlation Coefficient
STUDENTS DO NOT ACCEPT THE RESPONSIBILITY ASSOCIATED WITH THE PROGRAM	
Provide counseling and guidance for students	.546
Have students sign a statement indicating they understand the rules before beginning the program	.613
Suspend students from program	.469
Emphasize work ethic in class	.527
Use competency based instruction	.561
Conduct seminars on topics such as how to study, take test, handle stress, and use time wisely	.597
STUDENTS LACK MOTIVATION	
Present awards, merit certificates, and other individual recognition	.536
Encourage student participation in competitive contest	.682
Conduct special motivational seminars	.584
Provide challenging pace in course of study	.635
Sponsor student clubs	.702
Present scholarships recognizing achievement	.675
Make sure students are getting what they came to get	.585
Organize intramural sports and activities	.733
Make students feel they are a part of the system	.661
Relate theory and application to job	.676
STUDENTS' SECONDARY EDUCATION IS INADEQUATE	
Administer entrance and diagnostic exam	.712
Provide remedial instruction	.668
Adhere to strict entrance requirements	.758
Provide for individualized instruction	.610
Group students according to ability	.688
Encourage peer tutoring	.669

*Correlations are not significant at the .01 alpha level.

Table 4 (continued)

Item	Correlation Coefficient
STUDENTS ACCEPT JOBS RELATED TO THEIR VOCATIONAL TRAINING PRIOR TO PROGRAM COMPLETION	
Provide a supervised co-op experience.....	.615
Apply work experience toward program completion requirements.....	.686
Follow-up students and encourage them to return and complete program.....	.677
Refuse to give a job recommendation until students complete program.....	.661
Discourage potential employers from employing students before completion of program.....	.700
Maintain open entry-open exit policy.....	.731
Allow student to complete course at night..	.849
STUDENTS ARE EASILY FRUSTRATED AND FEAR THEY WILL NOT DO WELL IN THEIR CHOSEN PROGRAM	
Provide counseling and advising.....	.615
Use placement test.....	.725
Encourage instructors to work more closely with students.....	.418
Provide developmental program to help students meet level of expectation....	.724
Instructor refer students to counselor.....	.650
Build in early success for students.....	.747
STUDENTS TEMPORARILY POSTPONE PLANS TO ATTEND SCHOOL	
Allow student to test out of some areas of course work.....	.630
Allow students to finish on a part-time basis.....	.634
Require students to have an exit interview.	.634
Follow-up students to encourage them to re-enroll.....	.653
Allow re-entry at any time.....	.786

*Correlations are not significant at the .01 alpha level.

Table 4 (continued)

Item	Correlation Coefficient
THERE IS A NEED FOR CHILD CARE ON THE PART OF THE STUDENT	
Child care facility operated by school.....	.878
Private child care facility in area.....	.627
Child care co-op.....	.693

*Correlations are not significant at the .01 alpha level.

Objective Two

Objective two was designed to develop alternative student recruitment strategies that address specific barriers identified by vocational school dropouts and re-enrollees. Recruitment strategies were identified and verified by ten vocational directors as reported by Scanlon et al. (1982).

The ten most utilized and the ten most successful strategies are presented below. Also, innovative recruitment practices that are being used in special cases and that have been proven successful are presented.

Most Utilized Recruitment Practices

Vocational directors identified recruitment practices based on the degree of utilization of the practice and also the degree of success of each practice. They indicated that the ten most used practices were:

1. Use of display booths at state fairs, exhibitions, malls, etc.
2. Personal contacts with prospective students made by past and present students.
3. Development of slide-tape presentations for distribution throughout the region.
4. Visits to feeder schools made by vocational school staff and students.
5. Recruit through community organizations dealing with special target groups.
6. Instructors and counselors speaking to groups, schools, or organizations representing special target groups.
7. Participation in recruitment programs conducted by high schools.
8. Providing tours of vocational programs for prospective students.
9. Advertising programs in local newspapers.
10. Use of open houses.

Most Successful Recruitment Practices

When the directors considered which of the identified recruitment practices were the most successful, they indicated the following:

1. Encourage high school students to take courses while completing graduation requirements at their high school.
2. Advertising programs in local newspaper.
3. Personal contacts with prospective students made by past and present students.
4. Mass mailings of the school schedule to prospective students.
5. Utilization of special displays emphasizing the success of students who completed vocational programs (personal interviews on tapes and slides).
6. Recruit through community organizations dealing with special target groups.
7. Advertisements or flyers sent to parents.
8. Development of slide tape presentations for distribution throughout the region.
9. Participation in recruitment programs conducted by high schools.
10. Providing tours of vocational programs for prospective students.

Innovative Recruitment Practices

While interviewing vocational directors to ascertain the perceived degree of utilization and degree of success of the identified recruitment practices, they were asked to indicate innovative recruitment practices that were successful. The presentation of these practices in this study is justified based on the high degree of individual success each practice has attained. Each practice is discussed in Appendix I. Implementation of many of these practices may be restricted based on local situations, however, the basic ideas may be revised and adapted for local situations.

The following is a list of innovative recruitment practices that have been highly successful for vocational directors.

1. Encourage the public to use the school facility as a meeting place.

2. Panel of advisory committee members conduct an annual program for counselors and principals throughout the area.

3. Establish a vocational committee in the Chamber of Commerce.

4. Recruit through vocational student organizations.

5. Take a piece of equipment to a high school and demonstrate its use, i.e. taking a new typewriter and typing a letter to each student's parents.

6. Designate a staff person to be specifically responsible for recruitment.

7. Establish a minority recruiter.

8. Designate the last day of school before Christmas as family day and bring all family members on campus.

9. Designate the last day in June as alumni day and bring alumni in to share success stories.

10. Obtain a monthly list of high school dropouts and write them to offer a three month scholarship to the school.

11. Offer scholarships to high school graduates and to all who pass the GED.

12. Send letters to businesses, community clubs, and program advisory committees giving them a scholarship to award to any student they might select.

13. Utilize program based budgeting.

14. Establish a "SWAT" team to provide immediate response to business and industry training needs.

15. Establish a brochure rack in each area high school.

16. Establish recruitment as part of the written job responsibility of every staff member.

17. Watch for divorces and separations and calling to offer job re-entry training.

18. House the professional library for teachers in the vocational school.

19. Offer a course for parents titled "How to Help Your Child Select a Career."

20. Utilize bumper stickers to promote various programs.

21. Direct hiring of students through the school by area employers.

22. Billboards on the highways in the area.

23. Referral of job applicants by companies who believe an applicant is not qualified for a job.

Objective 3

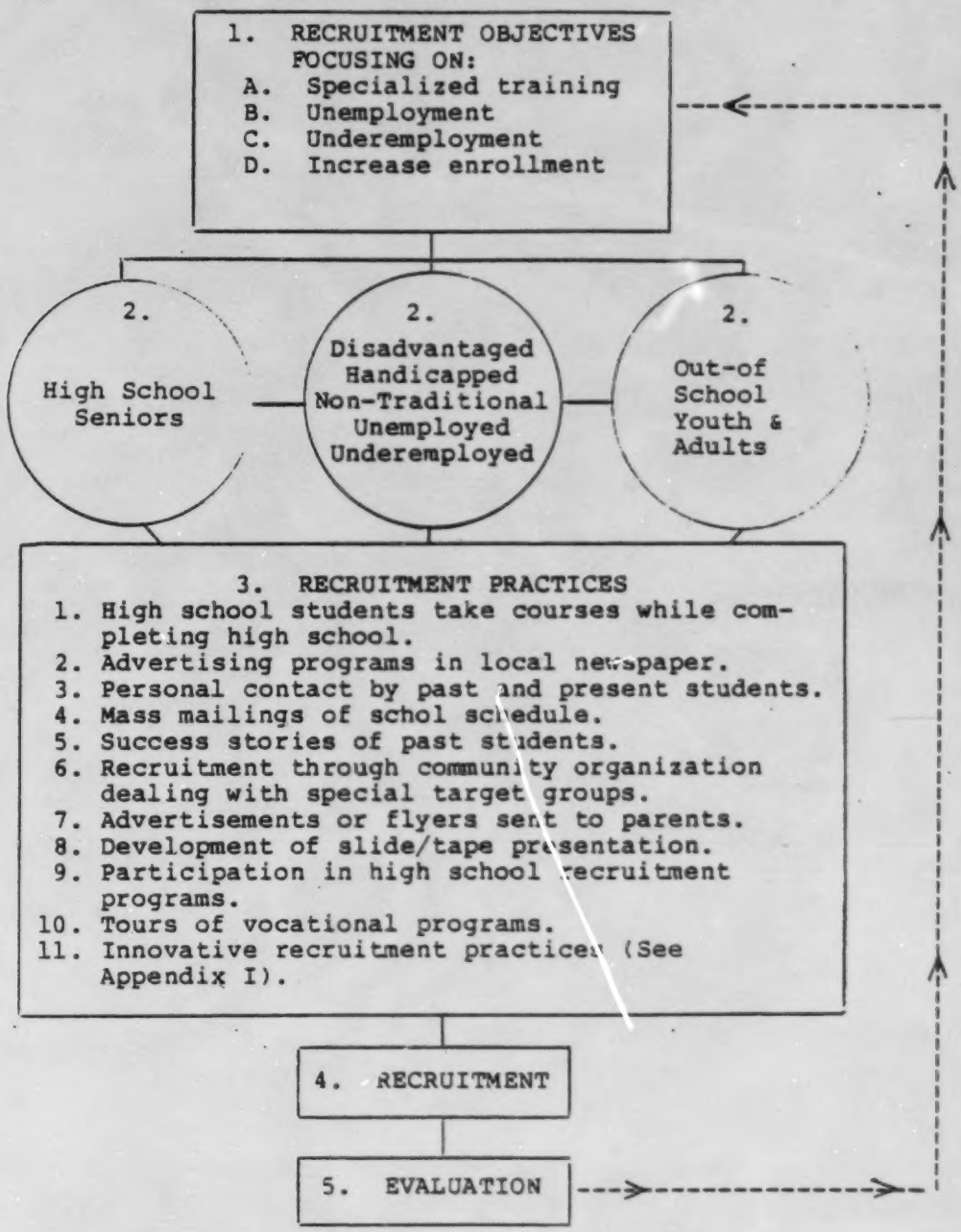
Objective three was designed to develop a model for implementing alternative recruitment and retention strategies in postsecondary vocational programs. Because the strategies for recruitment and retention differed so greatly, two models were developed. The first model presented is the recruitment model and the second is the retention model.

Recruitment Model

The objective of the recruitment model is to present a systematic scheme for recruiting disadvantaged, handicapped, unemployed, underemployed, and other students needing vocational training. The information used in the development of this model has been assimilated over a two year period. The data represents ideas and opinions of students, instructors, counselors, and administrators.

Designed to be used as a guide for school personnel, the model shown in Figure 2 is a systematic scheme to use in recruiting students for postsecondary vocational education programs. The first block in the model depicts the first step in the process. At this point the recruitment objective is identified. The three circles on the second level of the model depict the potential target populations. The populations are presented on the same level and connected by a solid horizontal line with short vertical lines attaching to the tops of the outer primary population

Figure 2. Recruitment Model for Recruiting Disadvantaged, Handicapped, Unemployed, Underemployed, and Other Students Needing Vocational Training


1. RECRUITMENT OBJECTIVES FOCUSING ON:
A. Specialized training
B. Unemployment
C. Underemployment
D. Increase enrollment
2.
High School Seniors
2.
Disadvantaged
Handicapped
Non-Traditional
Unemployed
Underemployed
2.
Out-of School Youth & Adults
3. RECRUITMENT PRACTICES
1. High school students take courses while completing high school.
2. Advertising programs in local newspaper.
3. Personal contact by past and present students.
4. Mass mailings of schol schedule.
5. Success stories of past students.
6. Recruitment through community organization dealing with special target groups.
7. Advertisements or flyers sent to parents.
8. Development of slide/tape presentation.
9. Participation in high school recruitment programs.
10. Tours of vocational programs.
11. Innovative recruitment practices (See Appendix I).
4. RECRUITMENT
5. EVALUATION

circles. The population depicted by the center circle is drawn from the two outer circles. This relationship is represented by the horizontal lines connecting the three circles. The third step in the process is depicted by the large block. This block contains recruitment strategies to be used in reaching the target population and this relationship is depicted by solid vertical lines connecting the populations to the recruitment strategies. Recruitment strategies are selected and a recruitment effort is implemented. This is represented by the solid vertical line connecting the recruitment block. After the recruitment effort is implemented it is evaluated as depicted by the solid vertical line connecting the recruitment block and the evaluation block. The broken line connecting the evaluation block to the recruitment objective block is the path for feedback and assessment.

All the recruitment strategies listed in the model have been used with a high degree of success. The innovative recruitment practices listed previously in Objective 2 and defined in Appendix I were highly successful in special cases. The use of innovative practices are recommended.

The steps for utilizing the recruitment model in Figure 2 are:

Step 1 **Recognize need for recruitment and identify recruitment objectives.**

Step 2 **Identify target population.**

Step 3 **Select recruitment practices applicable to the target population.**

Step 4 **Initiate recruitment effort.**

Step 5 **Evaluate effectiveness of the recruitment practices.**

Retention Model

The objective of the retention model is to present a systematic scheme for retaining students in postsecondary vocational training programs. The data used in the development of this model were derived from Objective 1.

Designed to be used as a guide for school personnel, the model identifies and defines specific barriers and offers alternative solutions for each. The strategies included in the model have been verified by administrators as to the degree of use and the degree of success that each

has attained. Since the correlations coefficients indicated such a close relationship between utilization and success, it was decided that only the success mean would be used for determining which strategies would be included in the model. The strategies recommended had a mean success rating of 3.00 which indicated they were used with good success. Exceptions to this minimum mean rating are in situations where a mean less than 3.00 was not significantly different from the 3.00 or greater means as determined by an analysis of variance procedure and Tukey's Studentized Range (HSD) test. The data are presented in Tables 5 through 17.

Based on the analysis of variance, the data in Table 5 indicate that significant differences existed among the nine strategies identified for barrier 1, need for financial aid on the part of the students. Tukey's Studentized Range (HSD) test was calculated to determine where the signifcant differences lay. Based on Tukey's test, no significant differences were found among the following strategies: provide scholarships, provide financial aid counseling, assist students with applying for BEOG grants, assist students with applying for SEOG grants, assist students find part-time work, implement a work study program, make use of CETA funds, and use veteran benefits. However, since secure industry sponsorships had a mean of 2.63 it was significantly different from the strategies rated 3.00 or greater.

Table 5

Analysis of Variance Results for Strategies Regarding Barrier 1: Need for Financial Aid on the Part of the Students

SOURCE	df	ss	ms	F-Ratio
Strategies	8	28.299	3.537	6.38*
Error	943	523.044	0.555	
Total	951	551.343		

* $p < .05$

Based on the analysis of variance, the data in Table 6 indicate that significant differences existed among the five strategies identified for barrier 2, students cannot fit school around a part-time job. Tukey's Studentized Range (HSD) test was calculated to determine where the significant differences lay. Based on Tukey's test, no significant differences were found among the following strategies: offer courses at alternative times, utilize funds available to employ students within school system, provide flexible schedule, and allow students to enroll part-time. However, since assist students in finding another part-time job compatible with school schedule had a mean of 2.52 it was significantly different from the strategies rated 3.00 or greater.

Table 6

Analysis of Variance Results for Strategies Regarding Barrier 2: Students Cannot Fit School Around Part-Time Job

SOURCE	df	ss	ms	F-RATIO
Strategies	4	21.523	5.381	8.94*
Error	461	277.449	0.602	
Total	465	298.972		

* $p < .05$

Based on the analysis of variance, the data in Table 7 indicate that significant differences existed among the four strategies identified for barrier 3, transportation for students is inadequate. Tukey's Studentized Range (HSD) test was calculated to determine where the significant differences lay. Based on Tukey's test no significant differences were found among the following strategies: encourage use of the public bus system, provide school sponsored transportation system, and organize car pools. However, since encourage the use of a private industry sponsored transportation system had a mean of 1.90 it was significantly different from the strategies rated 3.00 or greater.

Table 7

Analysis of Variance Results for Strategies Regarding Barrier 3: Transportation for Students is Inadequate

SOURCE	df	ss	ms	F-RATIO
Strategies	3	28.323	9.441	14.25*
Error	239	158.344	0.663	
TOTAL	242	186.667		

* $p < .05$

Based on the analysis of variance, the data in Table 8 indicate that significant differences existed among the seven strategies identified for barrier 4, students need more guidance. Tukey's Studentized Range (HSD) test was calculated to determine where the significant differences lay. Based on Tukey's test, no significant differences were found among the following strategies: publicize availability of counseling services, administer test to identify interest and abilities, provide student services personnel, assign instructors counseling responsibilities, and provide a career assistance center. However, since hire additional counselors had a mean of 2.76 and utilize industry public information services had a mean of 2.79 both were significantly different from the strategies rated 3.00 or greater.

Table 8

Analysis of Variance Results for Strategies Regarding Barrier 4: Students Need More Guidance

SOURCE	df	ss	ms	F-RATIO
Strategies	6	17.306	2.884	5.53*
Error	716	373.693	0.522	
TOTAL	722	390.999		

* $p < .05$

Based on the analysis of variance, the data in Table 9 indicate that significant differences existed among the six strategies identified for barrier 5, students do not attend class regularly. Tukey's Studentized Range (HSD) test was calculated to determine where the differences lay. Based on Tukey's test no significant differences were found among the following strategies: provide counseling, give reprimands, establish rigid attendance requirements, use competency based instruction, and get students into hands-on work quickly. However, since allow make-up sessions had a mean of 2.70 it was significantly different from the strategies rated 3.00 or greater.

Table 9

Analysis of Variance Results for Strategies Regarding Barrier 5: Students Do Not Attend Class Regularly

SOURCE	df	ss	ms	F-RATIO
Strategies	5	46.817	9.363	19.80*
Error	763	360.808	0.473	
TOTAL	768	407.625		

* $p < .05$

Based on the analysis of variance, the data in Table 10 indicate that significant differences existed among the eleven strategies identified for barrier 6, courses are not deemed to be of desirable quality for the students. Tukey's Studentized Range (HSD) test was calculated to determine where the differences lay. Based on Tukey's test, no significant differences were found among the following strategies: assess job placement and employer satisfaction, modify course content, use alternative instructional methods, consult with industry personnel, and utilize the active involvement of an advisory committee. Also, not significantly different were utilize indepth program evaluation by administrators, utilize faculty evaluations by students, and replace instructor. However, since consult with state program specialist had a mean of 2.64 and provide merit base pay for instructors had a mean of 2.53, both were significantly different from the strategies rated 3.00 or greater.

Table 10

Analysis of Variance Results for Strategies Regarding Barrier 6: Courses are not Deemed to be of Desirable Quality for the Students

SOURCE	df	ss	ms	F-RATIO
Strategies	10	60.210	6.021	10.61*
Error	1243	705.586	0.568	
TOTAL	1253	765.796		

* $p < .05$

Based on the analysis of variance, the data in Table 11 indicate that significant differences existed among the six strategies identified for barrier 7, students do not accept the responsibility associated with the program. Tukey's Studentized Range (HSD) test was calculated to determine where the differences lay. Based on Tukey's test, no significant differences were found among the following strategies: provide counseling and guidance for students, have students sign a statement indicating they understand the rules before beginning the program, emphasize work ethics in class, and use competency based instruction. However, since conduct seminars on topics such as how to study, take test, handle stress, and use time wisely had a mean of 2.77 and suspend students from program had a mean of 2.70, both were significantly different from the strategies rated 3.00 or greater.

Table 11

Analysis of Variance Results for Strategies Regarding Barrier 7: Students do not Accept the Responsibility Associated With the Program

SOURCE	df	ss	ms	F-RATIO
Strategies	5	17.045	3.409	6.90*
Error	737	364.349	0.494	
TOTAL	742	381.394		

* $p < .05$

Based on the analysis of variance, the data in Table 12 indicate that significant differences existed among the ten strategies identified for Barrier 8, students lack motivation. Tukey's Studentized Range (HSD) test was calculated to determine where the differences lay. Based on Tukey's test, no significant differences were found among the following strategies: present awards, merit certificates, and other individual recognition; encourage student participation in competitive contests, provide challenging pace in course of study, and sponsor student clubs. Also, not significantly different were present scholarships recognizing achievement, make sure students are getting what they came to get, organize intramural sports and activities, make students feel they are a part of the system, and relate theory and application to the job. However, since conduct special motivational seminars had a mean of 2.56 it was significantly different from the strategies rated 3.00 or greater.

Table 12

Analysis of Variance Results for Strategies Regarding Barrier 8: Students Lack Motivation

SOURCE	df	ss	ms	F-RATIO
Strategies	9	56.616	6.291	13.21*
Error	1088	518.105	0.476	
TOTAL	1097	574.721		

* $p < .05$

Based on the analysis of variance, the data in Table 13 indicate that significant differences existed among the six strategies identified for barrier 9, students' secondary education is inadequate. Tukey's Studentized Range (HSD) test was calculated to determine where the significant differences lay. Based on Tukey's test, no significant differences were found among the following strategies: administer entrance and diagnostic exams, provide remedial instruction, provide individualized instruction, and encourage peer tutoring. However, since adhere to strict entrance requirements had a mean of 2.85 and group students according to ability had a mean of 2.72, both were significantly different from the strategies rated 3.00 or greater.

Table 13

Analysis of Variance Results for Strategies Regarding Barrier 9: Students' Secondary Education is Inadequate

SOURCE	df	ss	ms	F-RATIO
Strategies	5	15.219	3.044	5.87*
Error	671	347.780	0.518	
TOTAL	676	362.999		

* $p < .05$

Based on the analysis of variance, the data in Table 14 indicate that significant differences existed among the seven strategies identified for barrier 10, students accept jobs related to their vocational training prior to program completion. Tukey's Studentized Range (HSD) test was calculated to determine where the significant differences lay. Based on Tukey's test, no significant differences were found among the following strategies: provide a supervised co-op experience, apply work experience toward program completion requirements, maintain open entry-open exit policy, and allow students to complete courses at night. However, since follow-up students and encourage them to return and complete the program had a mean of 2.67 and discourage potential employers from employing students before completion of the program had a mean of 2.66 both were significantly different from the strategies rated 3.00 or greater.

Table 14

Analysis of Variance Results for Strategies Regarding Barrier 10: Students Accept Jobs Related to their Vocational Training Prior to Program Completion

SOURCE	df	ss	ms	F-RATIO
Strategies	6	55.882	9.314	17.03*
Error	664	363.045	0.547	
TOTAL	670	418.927		

* $p < .05$

Based on the analysis of variance, the data in Table 15 indicate that significant differences existed among the six strategies identified for barrier 11, students are easily frustrated and fear they will not do well in their chosen program. Tukey's Studentized Range (HSD) test was calculated to determine where the significant differences lay. Based on Tukey's test, no significant differences were found among the following strategies: provide counseling and advising, encourage instructors to work more closely with students, provide developmental programs to help students meet their level of expectation, instructor refer students to

counselor, and build in early success for students. Use placement test with a mean of 2.92 was significantly different from the highest rated strategy in the group, however, it was not significantly different from the mean of 3.04 which was the next highest ranked strategy above it. Thus, when considering means that were significantly different at 3.00 or above, this strategy was not significantly different.

Table 15

Analysis of Variance Results for Strategies Regarding Barrier 11: Students are Easily Frustrated and Fear They Will Not do Well in their Chosen Program

SOURCE	df	ss	ms	F-RATIO
Strategies	5	5.933	1.187	2.63*
Error	727	328.318	0.452	
TOTAL	732	334.251		

* $p < .05$

Based on the analysis of variance, the data in Table 16 indicate that significant differences existed among the five strategies identified for barrier 12, students temporarily postpone plans to attend school. Tukey's Studentized Range (HSD) test was calculated to determine where the significant differences lay. Based on Tukey's test, no significant differences were found among the following strategies: allow students to test out of some areas of course work, allow students to finish on a part-time basis, require students to have an exit interview, and allow re-entry at any time. However, since follow-up students to encourage them to re-enroll had a mean of 2.65 it was found to be significantly different from the strategies rated 3.00 or greater.

Table 16

Analysis of Variance Results for Strategies Regarding Barrier 12: Students Temporarily Postpone Plans to Attend School

SOURCE	df	ss	ms	F-RATIO
Strategies	4	11.469	2.867	6.15*
Error	467	217.648	0.466	
TOTAL	471	229.117		

* $p < .05$

Based on the analysis of variance, the data in Table 17 indicate that no significant differences existed among the three strategies identified for barrier 13, there is a need for child care on the part of the student. The strategies tested were; child care facility operated by the school, private child care facility in the area, and child care co-op.

Table 17

Analysis of Variance Results for Strategies Regarding Barrier 13: There is a Need for Child Care on the Part of the Students

SOURCE	df	ss	ms	F-RATIO
Strategies	2	1.699	0.850	1.50*
Error	129	73.111	0.567	
TOTAL	131	74.810		

* $p > .05$

Based on the data in Table 1 which ranks the strategies by barrier according to their mean degree of utilization and success, the data in Table 4 which indicates the positive relationship between utilization and success of the strategies, and the data in Tables 5 through 17 which identify those means which are significantly different, the strategies for use in the model were determined. The strategies meeting the above criteria are listed below by barrier:

Barrier 1 - Need for Financial Aid on the Part of the Student

a. Provide scholarships
b. Provide financial aid counseling
c. Assist students with applying for Federal (BEOG) grants
d. Assist students with applying for State (SEOG) grants
e. Assist students find part-time work
f. Implement work study program
g. Make use of CETA
h. Use veteran benefits

Barrier 2 - Students Cannot Fit School Around Part-Time Jobs

a. Offer courses at alternative times
b. Utilize funds available to employ students within school system
c. Provide flexible schedule
d. Allow students to enroll part-time

Barrier 3 - Transportation for Students is Inadequate

a. Encourage use of public bus system
b. Provide school sponsored transportation system
c. Organize car pools

Barrier 4 - Students Need More Guidance

a. Publicize availability of counseling services
b. Administer test to identify interest and abilities
c. Provide student services personnel
d. Assign instructors counseling responsibilities
e. Provide a career assistance center

Barrier 5 - Students do not Attend Class Regularly

a. Provide counseling
b. Give reprimands
c. Establish rigid attendance requirements
d. Use competency based instruction
e. Get students into hands-on work quickly

Barrier 6 - Courses are not Deemed to be of Desirable Quality for the Students

a. Assess job placement and employer satisfaction
b. Modify course content
c. Use alternative instructional methods
d. Consult with industry personnel
e. Utilize the active involvement of an advisory committee
f. Utilize indepth program evaluation
g. Utilize faculty evaluations by administrator
h. Utilize faculty evaluations by students
i. Replace instructor

Barrier 7 - Students do not Accept the Responsibility Associated with the Program

a. Provide counseling and guidance for students
b. Have students sign a statement indicating they understand the rules before beginning the program
c. Emphasize work ethics in class
d. Use competency based instruction

Barrier 8 - Students Lack Motivation

a. Present awards, merit certificates, and other individual recognition
b. Encourage student participation in competitive contests
c. Provide challenging pace in course of study
d. Sponsor student clubs
e. Present scholarships recognizing achievement
f. Make sure students are getting what they came to get
g. Organize intramural sports and activities
h. Make students feel they are a part of the system
i. Relate theory and application to the job

Barrier 9 - Students' Secondary Education is Inadequate

a. Administer entrance and diagnostic exams
b. Provide remedial instruction
c. Provide individualized instruction
d. Encourage peer tutoring

Barrier 10 - Students Accept Jobs Related to Their Vocational Training Prior to Program Completion

a. Provide a supervised co-op experience
b. Apply work experience toward program completion requirements
c. Refuse to give a job recommendation until students complete the program
d. Maintain open entry-open exit policy
e. Allow students to complete course at night

Barrier 11 - Students are Easily Frustrated and Fear They Will Not do Well in Their Chosen Program

a. Provide counseling and advising
b. Encourage instructors to work more closely with students
c. Provide developmental program to help students meet their level of expectation
d. Instructor refer students to counselor
e. Build in early success for students

Barrier 12 - Students Temporarily Postpone Plans to Attend School

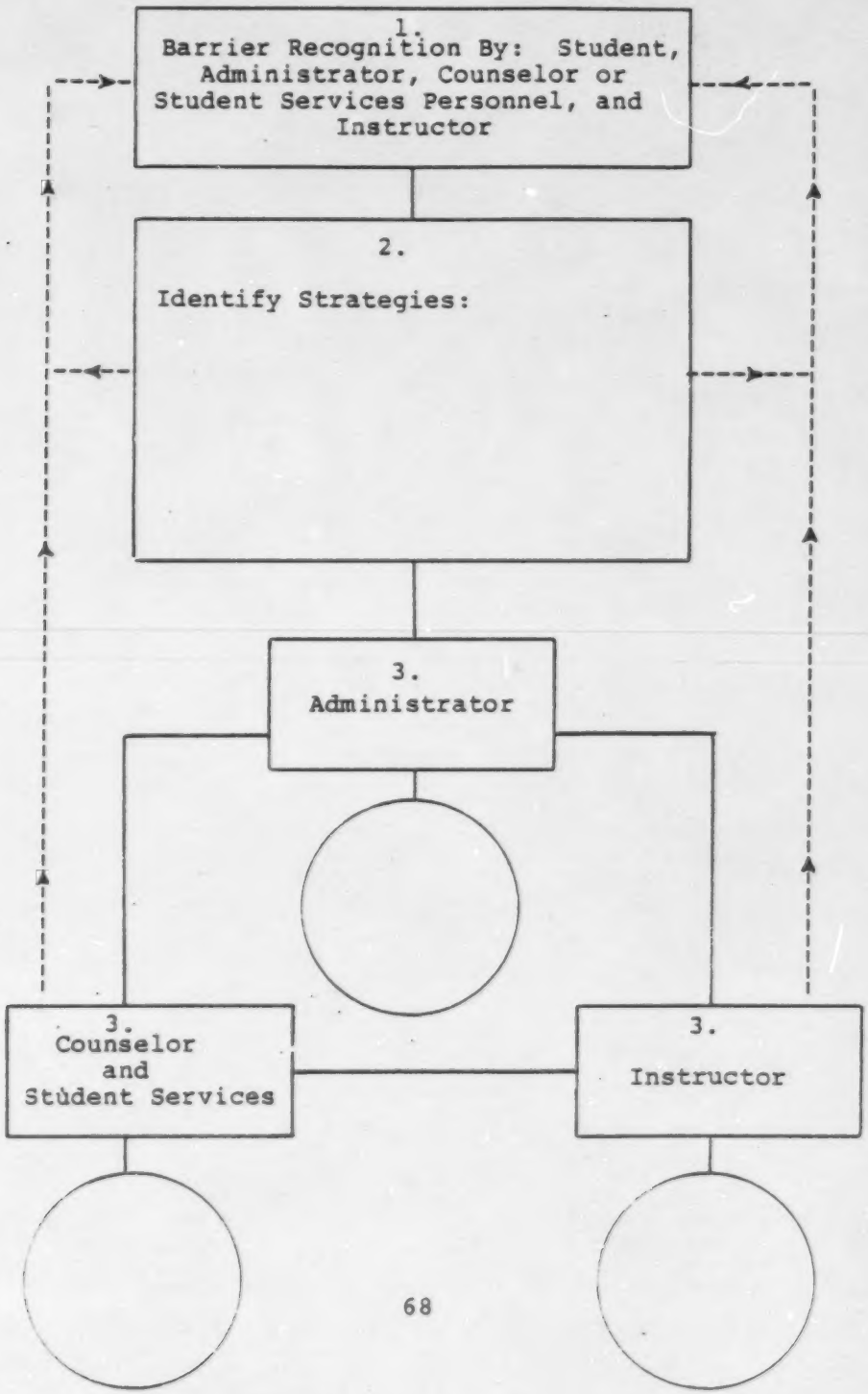
a. Allow students to test out of some areas of course work
b. Allow students to finish on a part-time basis
c. Require students to have an exit interview
d. Allow re-entry at any time

Barrier 13 - There is a Need for Child Care on Part of Student

a. Child care facility operated by the school
b. Private child care facility in the area
c. Child care co-op

The model shown in Figure 3 is a systematic scheme to use in overcoming barriers to student retention in postsecondary vocational education. The first block in the model depicts the barrier recognition phase in the process. Input at this point is from administrators, counselors, student services personnel, instructors, and students. The solid line joining the first and second blocks show the path to accomplishing the second step, that of identifying specific strategies for overcoming the identified barrier. During this phase the strategies are analyzed as to their appropriateness for overcoming the barrier. All possible alternatives are given consideration. The line connecting the second and third blocks depict the path to follow once

Figure 3. Retention Model for Overcoming Barriers to Student Retention in Postsecondary Vocational Education Programs



alternative strategies have been selected. The administrator is kept informed and makes the decision as to who will implement the selected strategy or strategies. The first option presented to the administrator at this point is to act on the strategy which is depicted by the circle connected at the bottom of the administrator block. The second option is for the administrator to delegate the responsibility for implementing the strategy or strategies to counselors or student services personnel as shown by the solid line connecting the administrator block and the counselor block. The third option is for the administrator to delegate the responsibility for implementing the strategy or strategies to the instructor as shown by the solid line connecting the administrator block to the instructor block. The solid line connecting the counselor and student services personnel block with the instructor block depicts the line of communication and cooperation between the instructor and the counselor. The counselor and student services personnel or the instructor implement specific strategies at the direction of the administrator and this action is depicted by the solid line and circle at the bottom of the block. The dotted lines connecting all the blocks are the paths that feedback and evaluation take. At any point on the model, a redefining of the barrier or a re-evaluation of the strategies may take place.

The steps outlined below give the orderly procedure for use of the model. Also Figures 4 through 16 are specific examples of how the model can be used to overcome each identified barrier. The identified barriers are listed and defined in Appendix C. The steps for utilizing the retention model are:

Step 1. Recognize and define the barrier

Step 2. Identify strategies and consider the alternatives

Step 3. Implement strategies by administrator or administrator's designee

Step 4. Evaluate the effectiveness of the strategy or strategies

Figure 4. Retention Model for Overcoming Barriers to Student Retention In Postsecondary Vocational Education
Need for Financial Aid on the Part of the Student

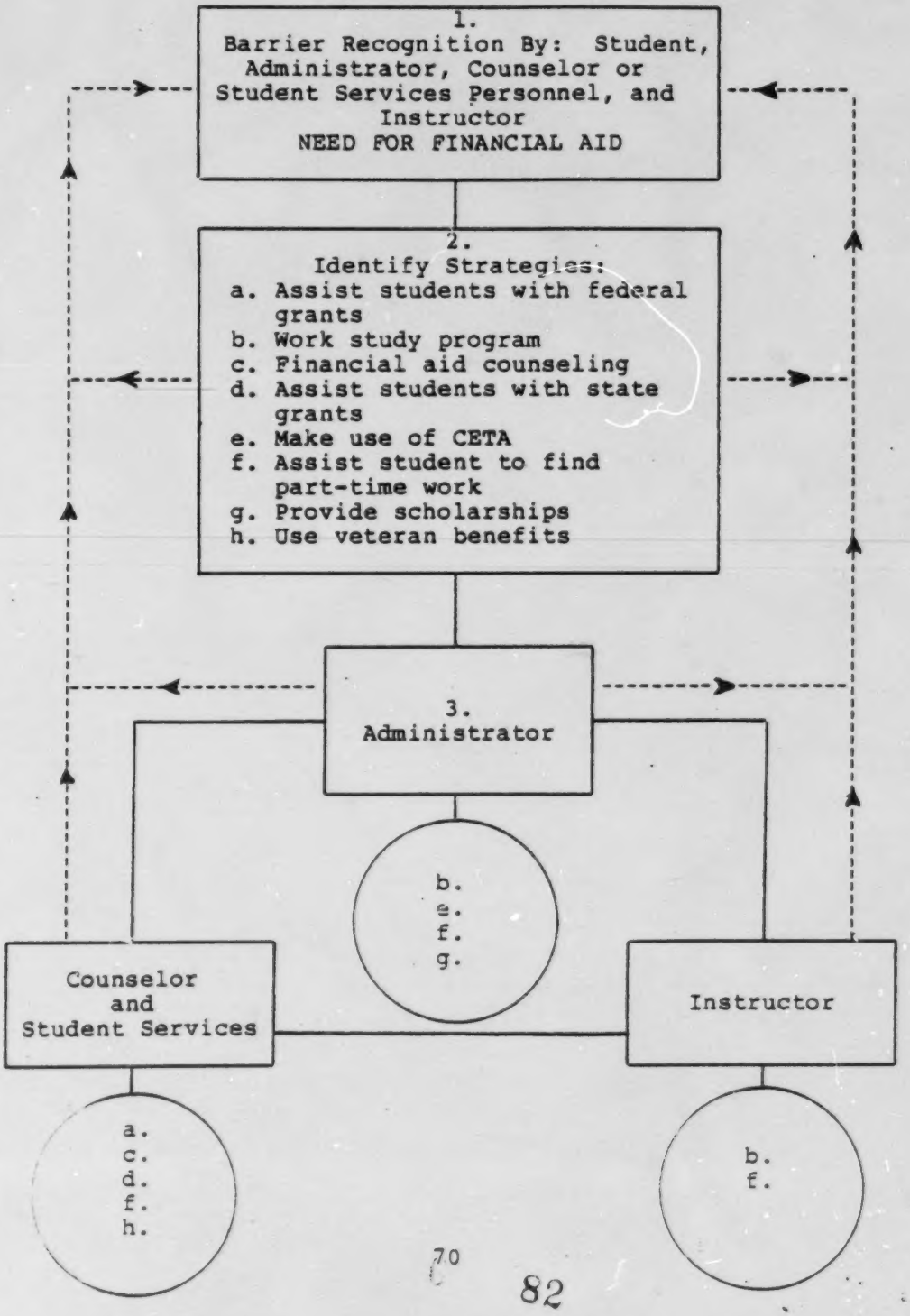


Figure 5. Retention Model for Overcoming Barriers to Student Retention In Postsecondary Vocational Education Students Cannot Fit School Around Part-Time Job

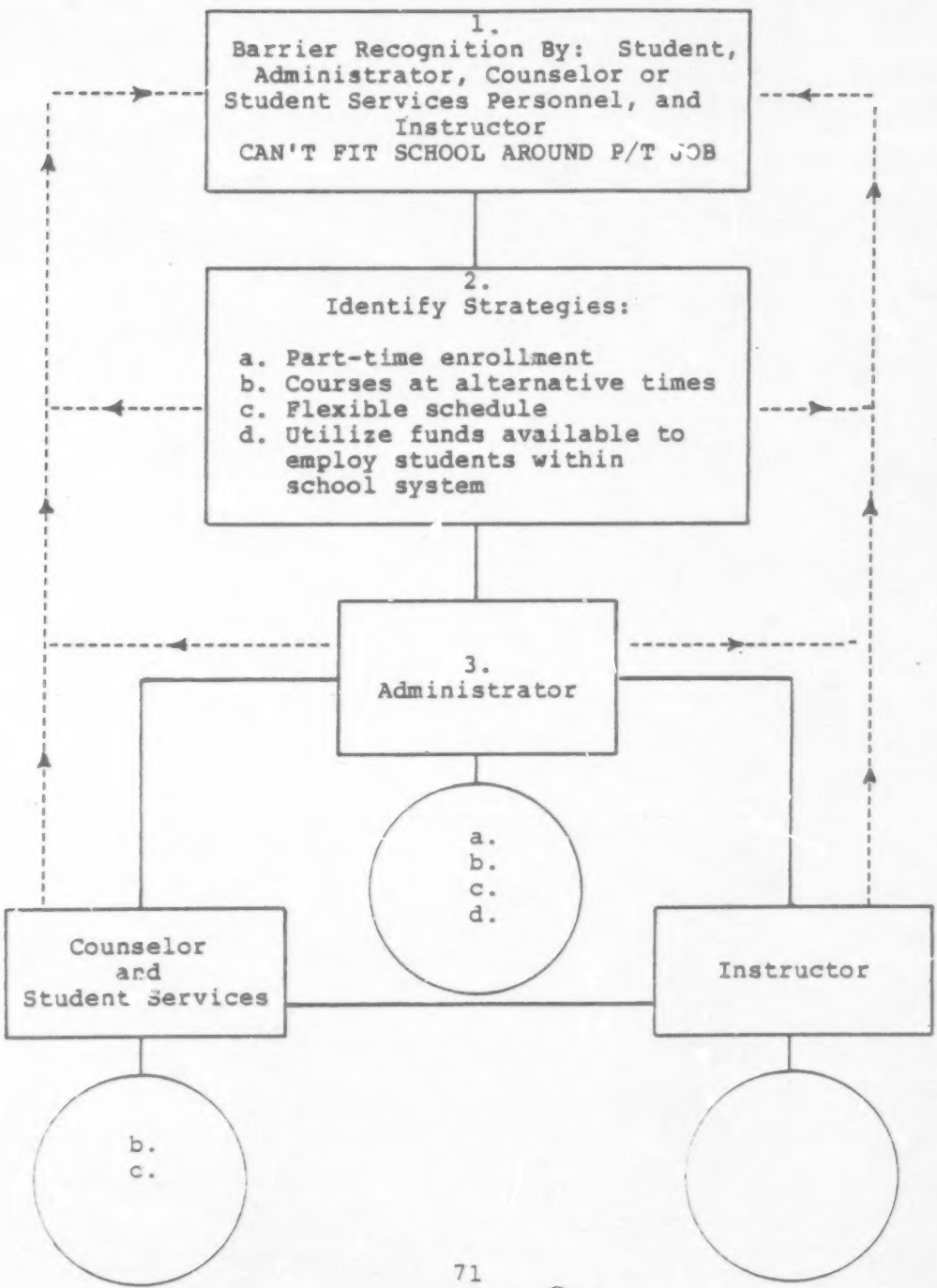


Figure 6. Retention Model for Overcoming Barriers to Student Retention In Postsecondary Vocational Education Transportation for Students is Inadequate

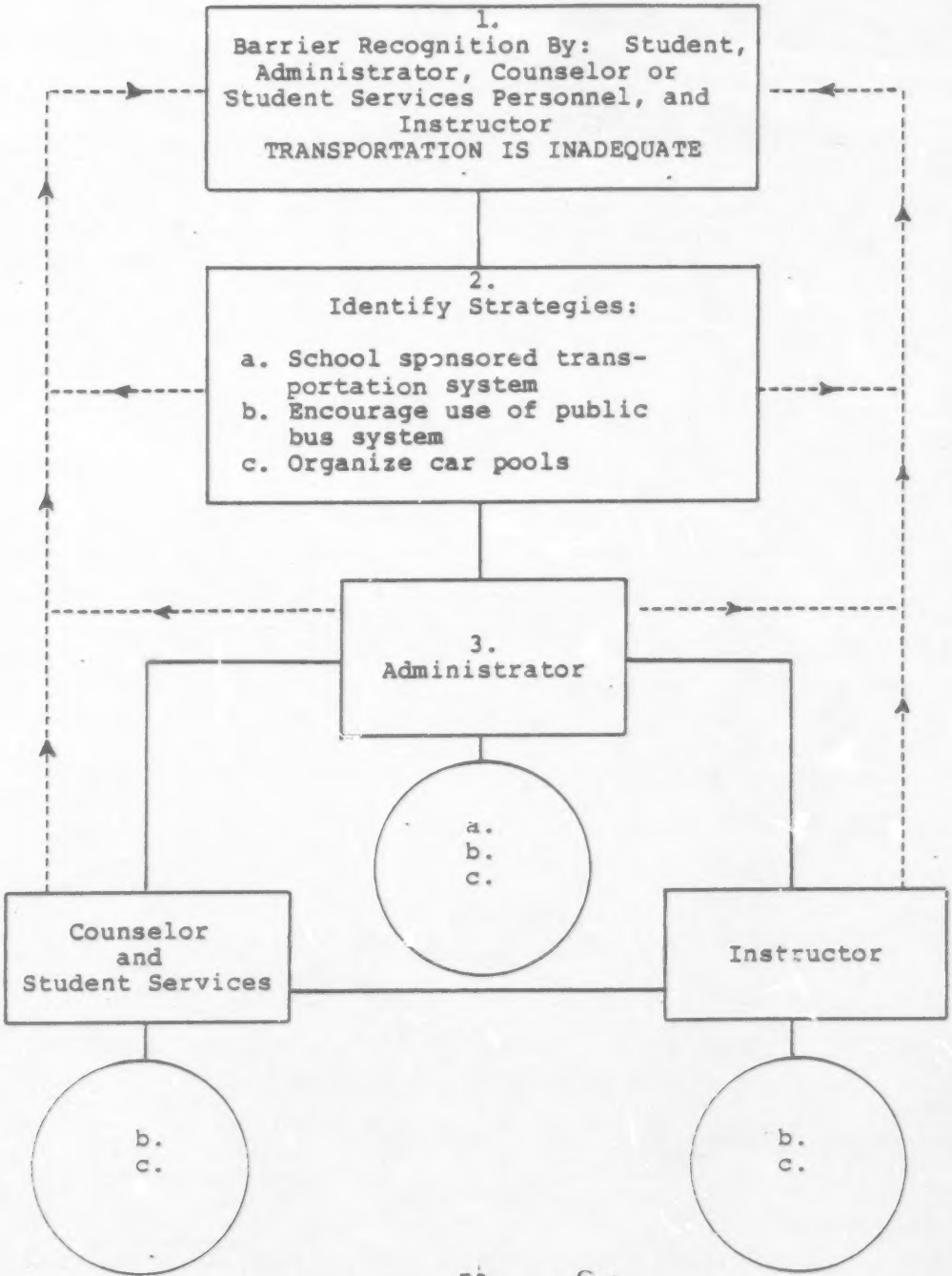


Figure 7. Retention Model for Overcoming Barriers to Student Retention In Postsecondary Vocational Education Students Need More Guidance

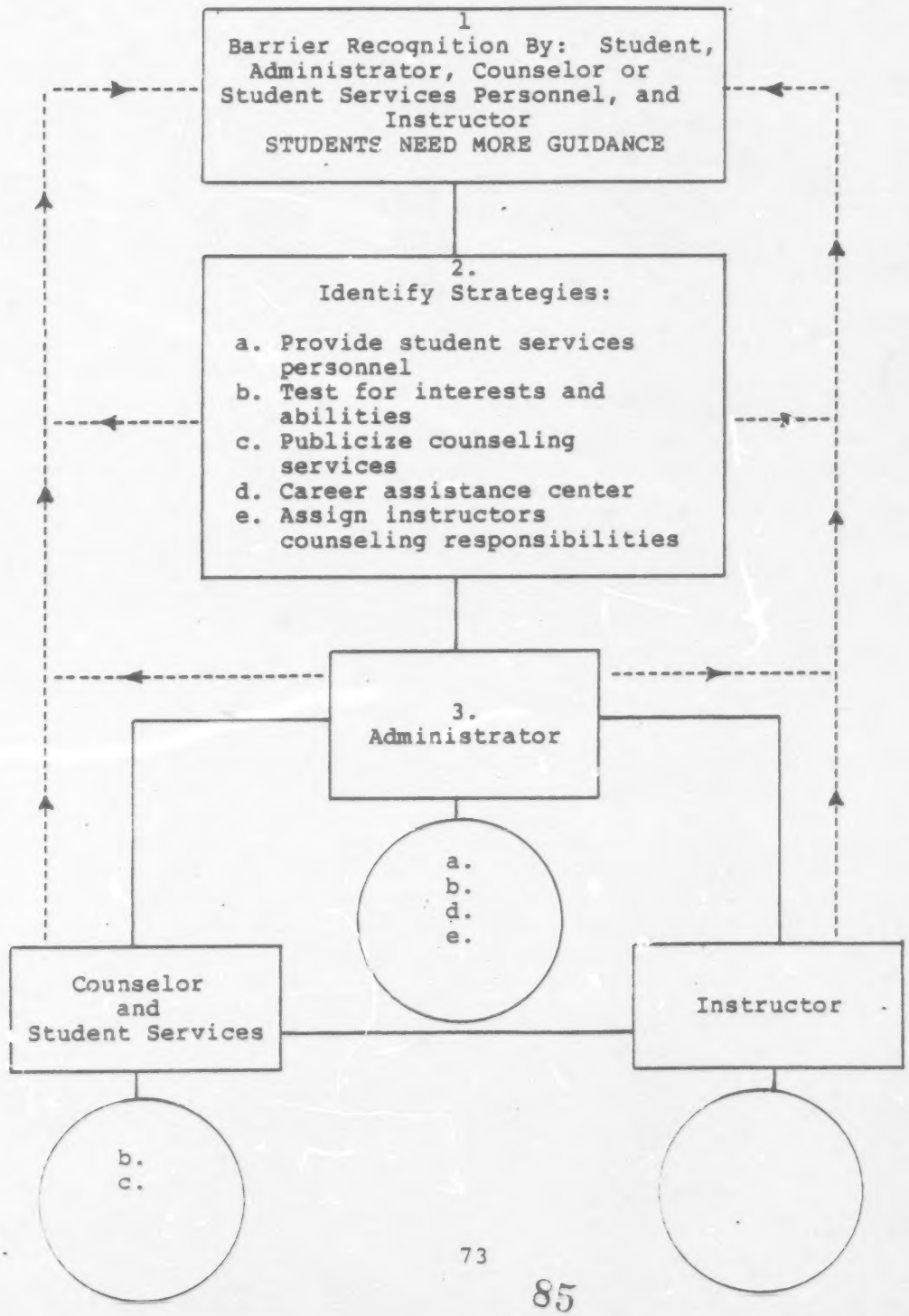


Figure 8. Retention Model for Overcoming Barriers to Student Retention In Postsecondary Vocational Education Students Do Not Attend Class Regularly

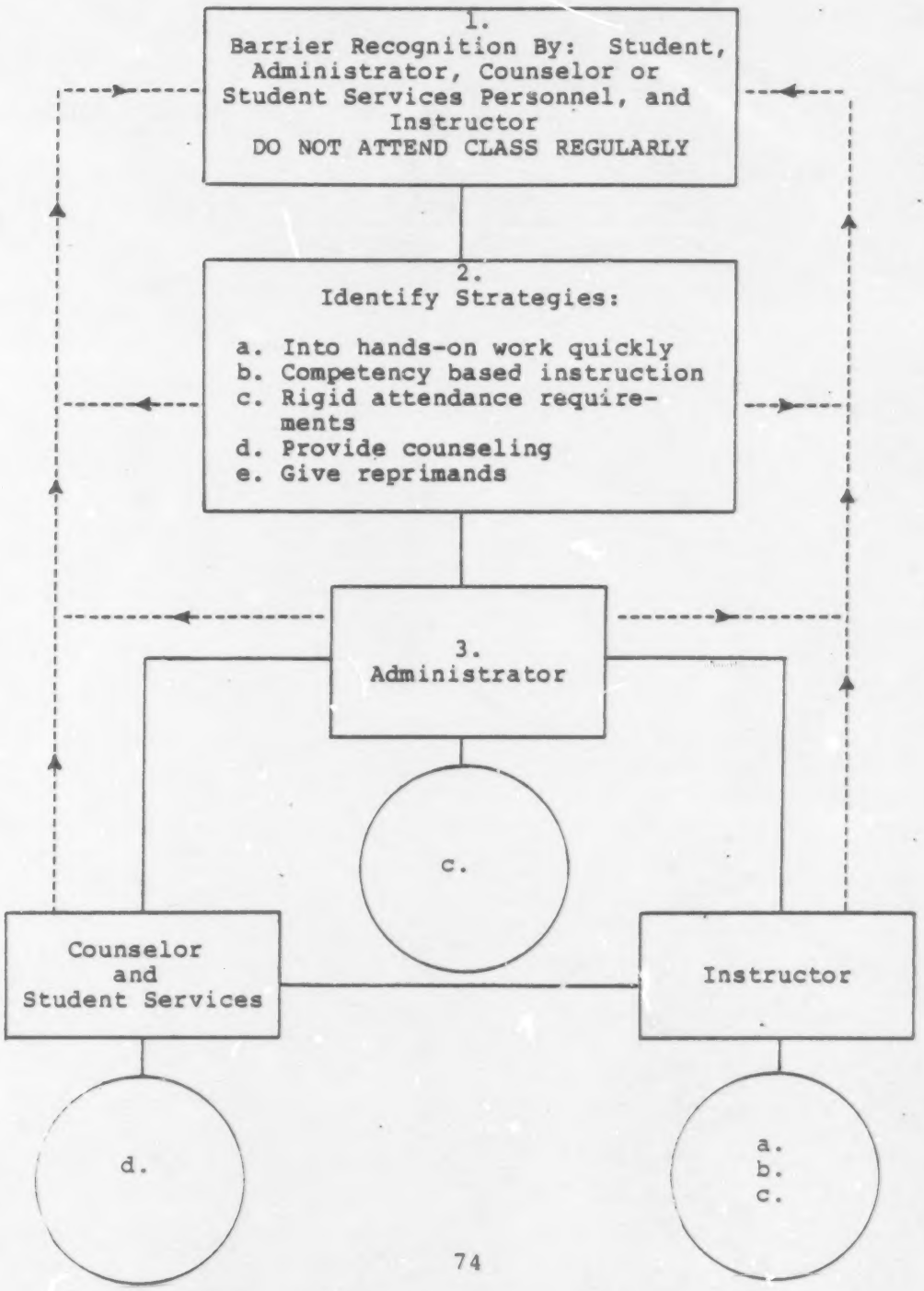


Figure 9. Retention Model for Overcoming Barriers to Student Retention In Postsecondary Vocational Education Courses are not Deemed to be of Desirable Quality for the Students

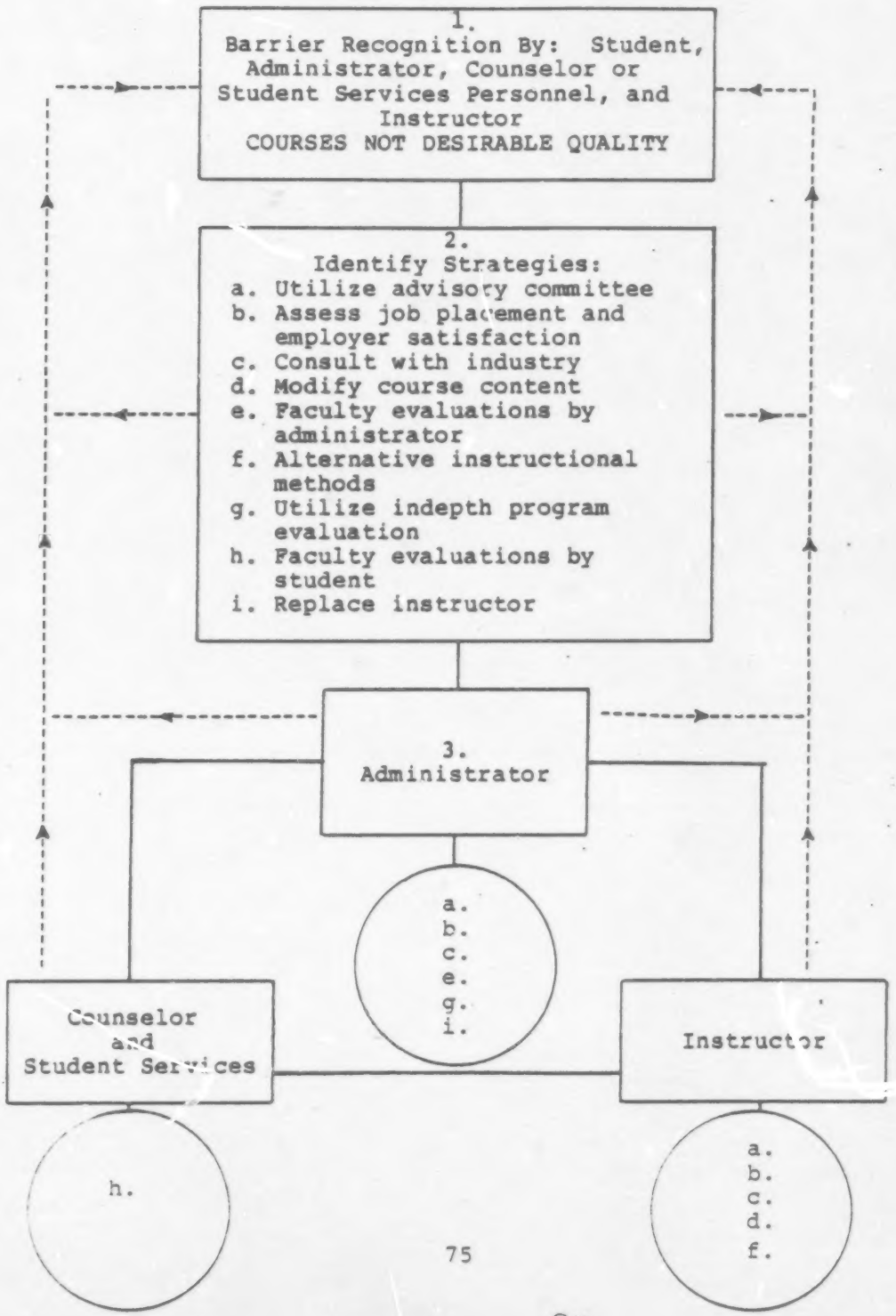


Figure 10. Retention Model for Overcoming Barriers to Student Retention In Postsecondary Vocational Education Students do not Accept the Responsibility Associated With the Program

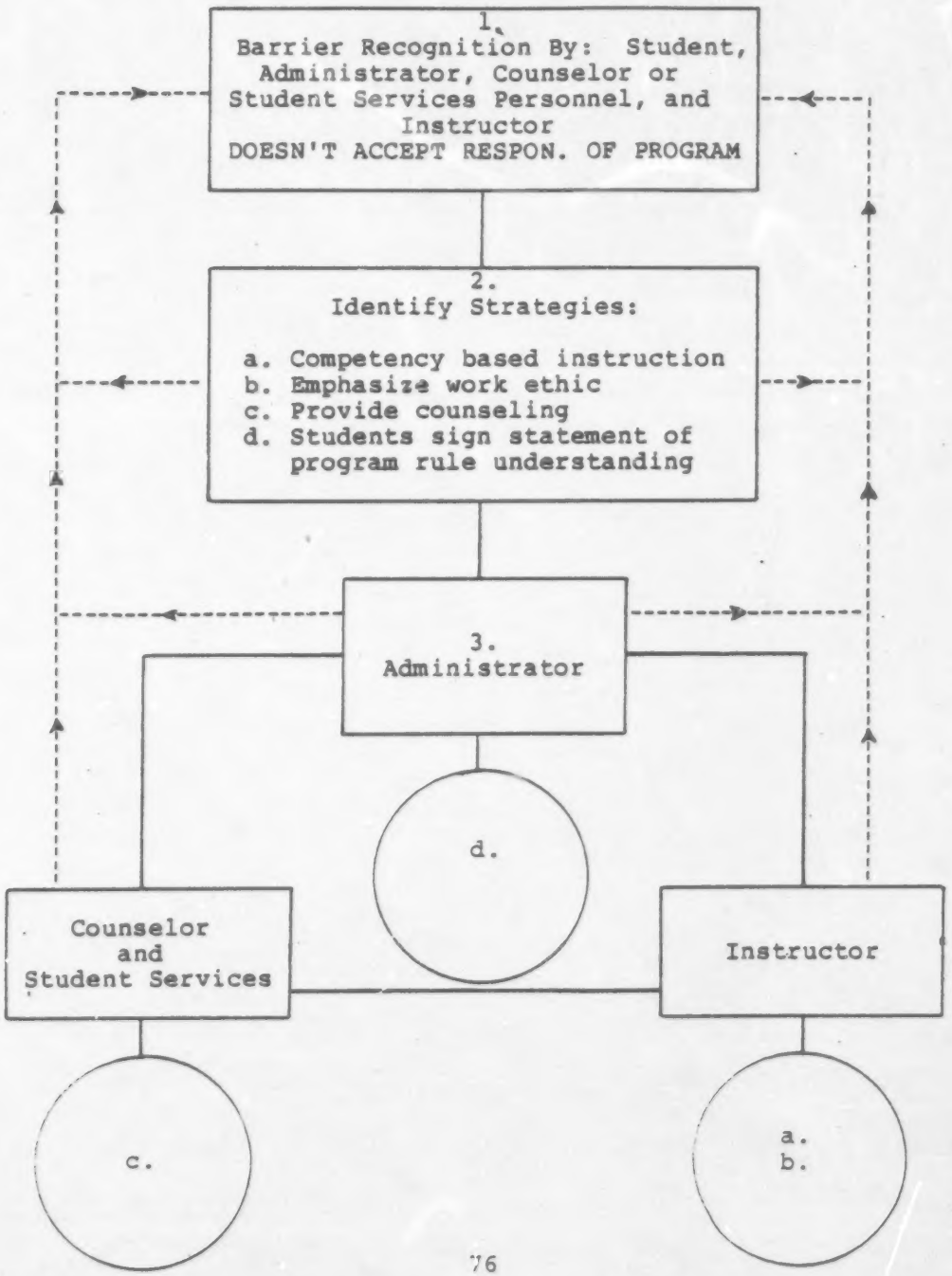


Figure 11. Retention Model for Overcoming Barriers to Student Retention In Postsecondary Vocational Education Students Lack Motivation

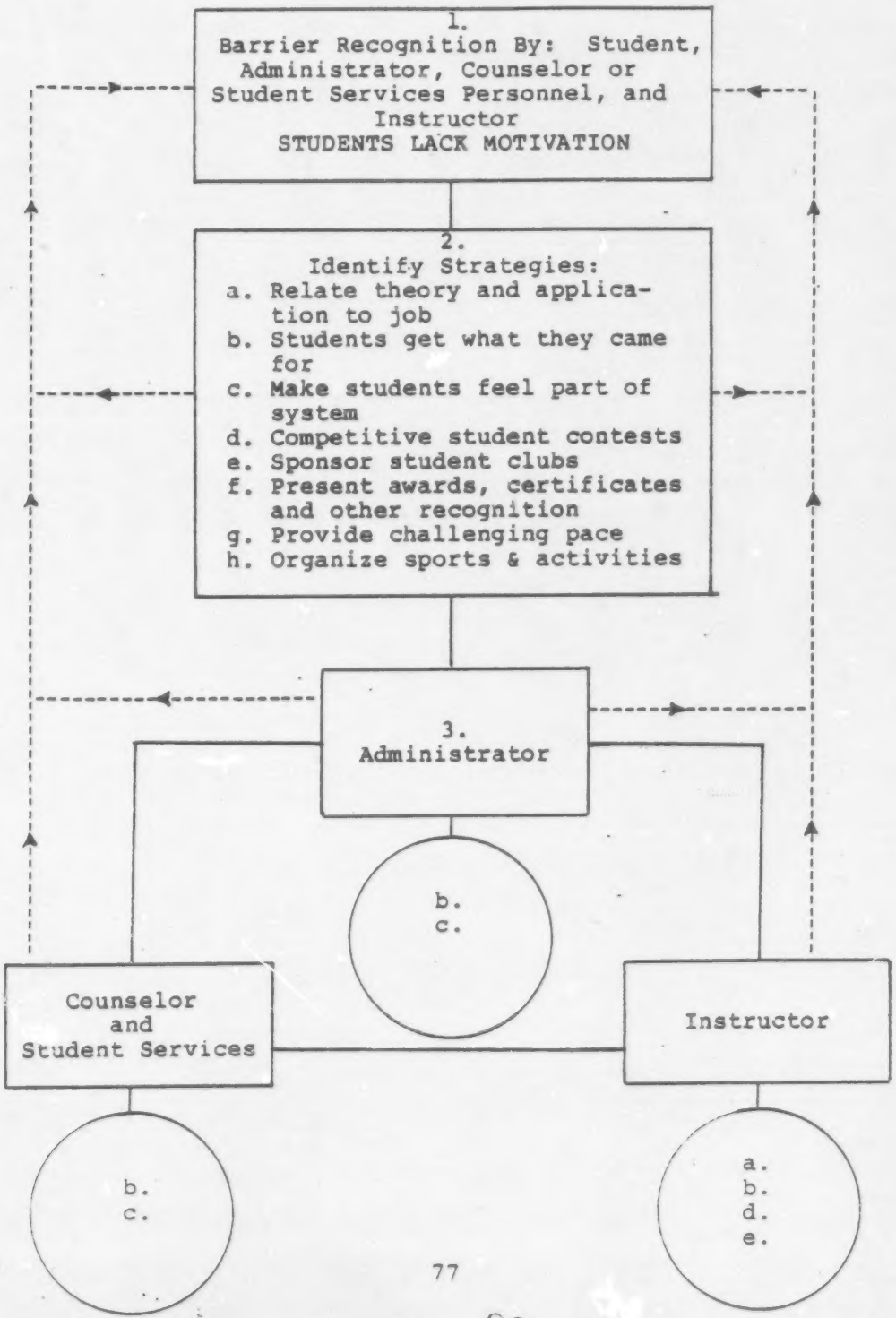


Figure 12. Retention Model for Overcoming Barriers to Student Retention In Postsecondary Vocational Education Students' Secondary Education is Inadequate

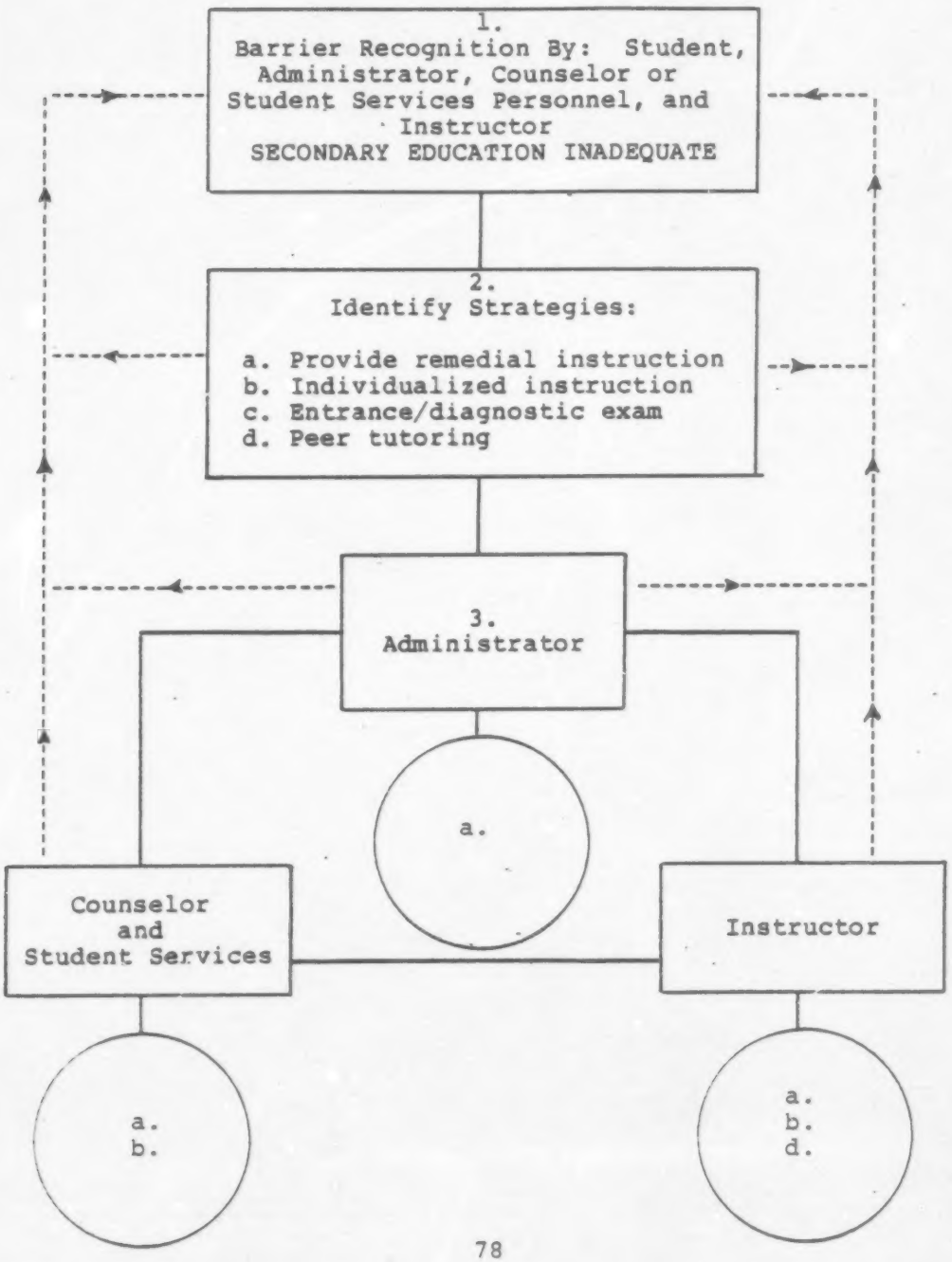


Figure 13. Retention Model for Overcoming Barriers to Student Retention In Postsecondary Vocational Education Students Accept Jobs Related to Their Vocational Training Prior to Program Completion

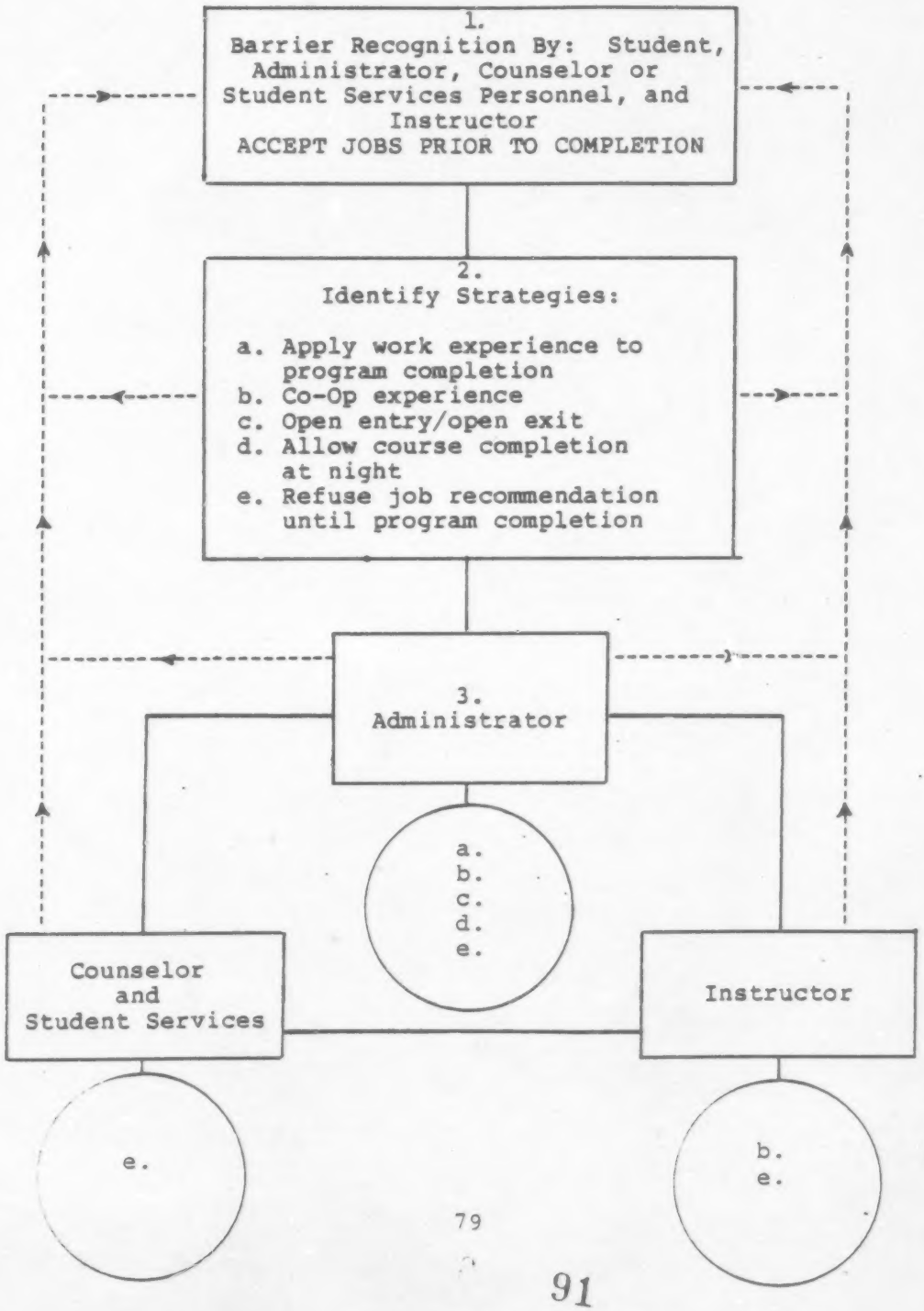


Figure 14. Retention Model for Overcoming Barriers to Student Retention In Postsecondary Vocational Education Students Are Easily Frustrated and Fear They Will Not do Well in Their Chosen Program

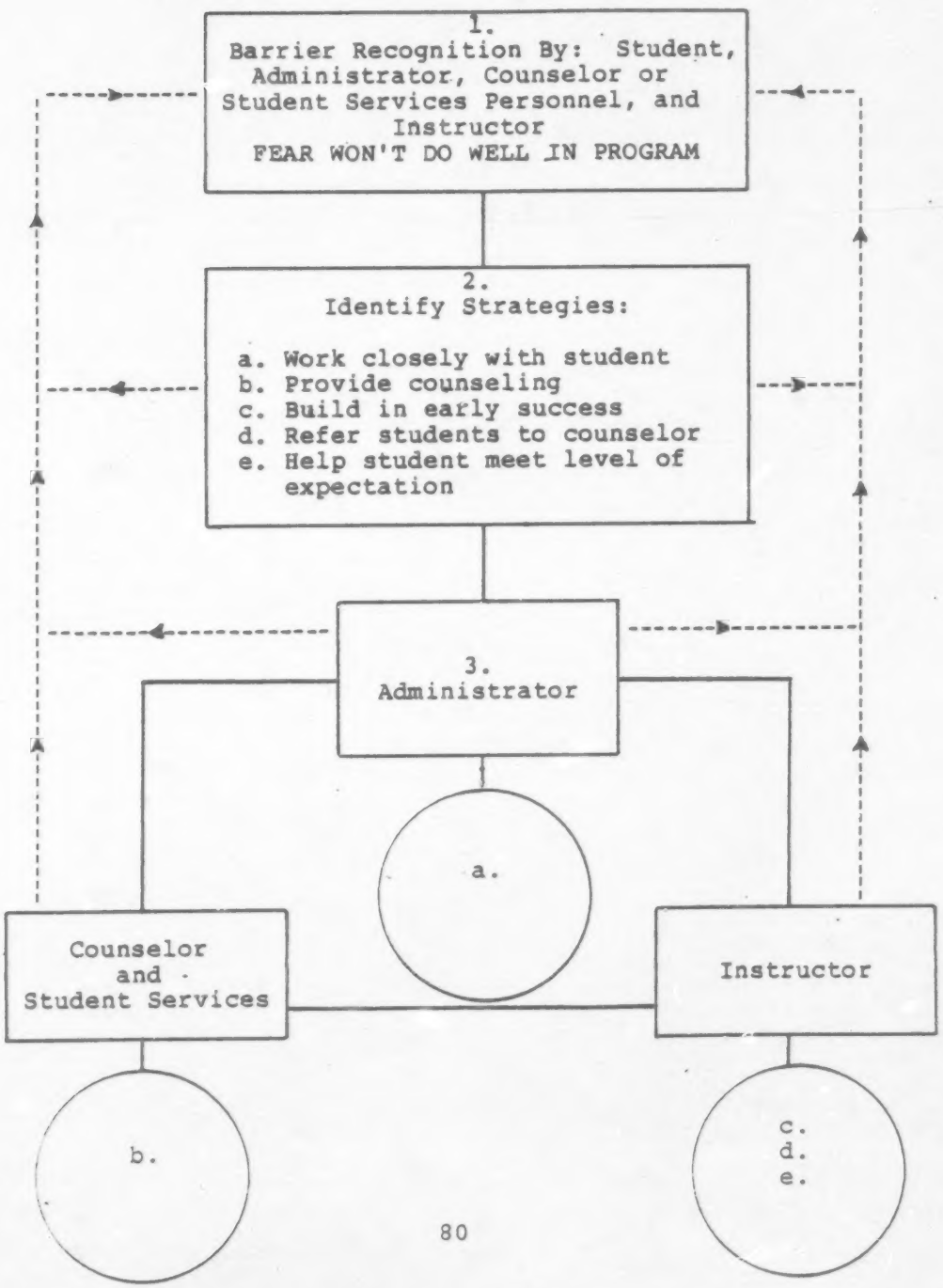


Figure 15. Retention Model for Overcoming Barriers to Student Retention In Postsecondary Vocational Education Students Temporarily Postpone Plans to Attend School

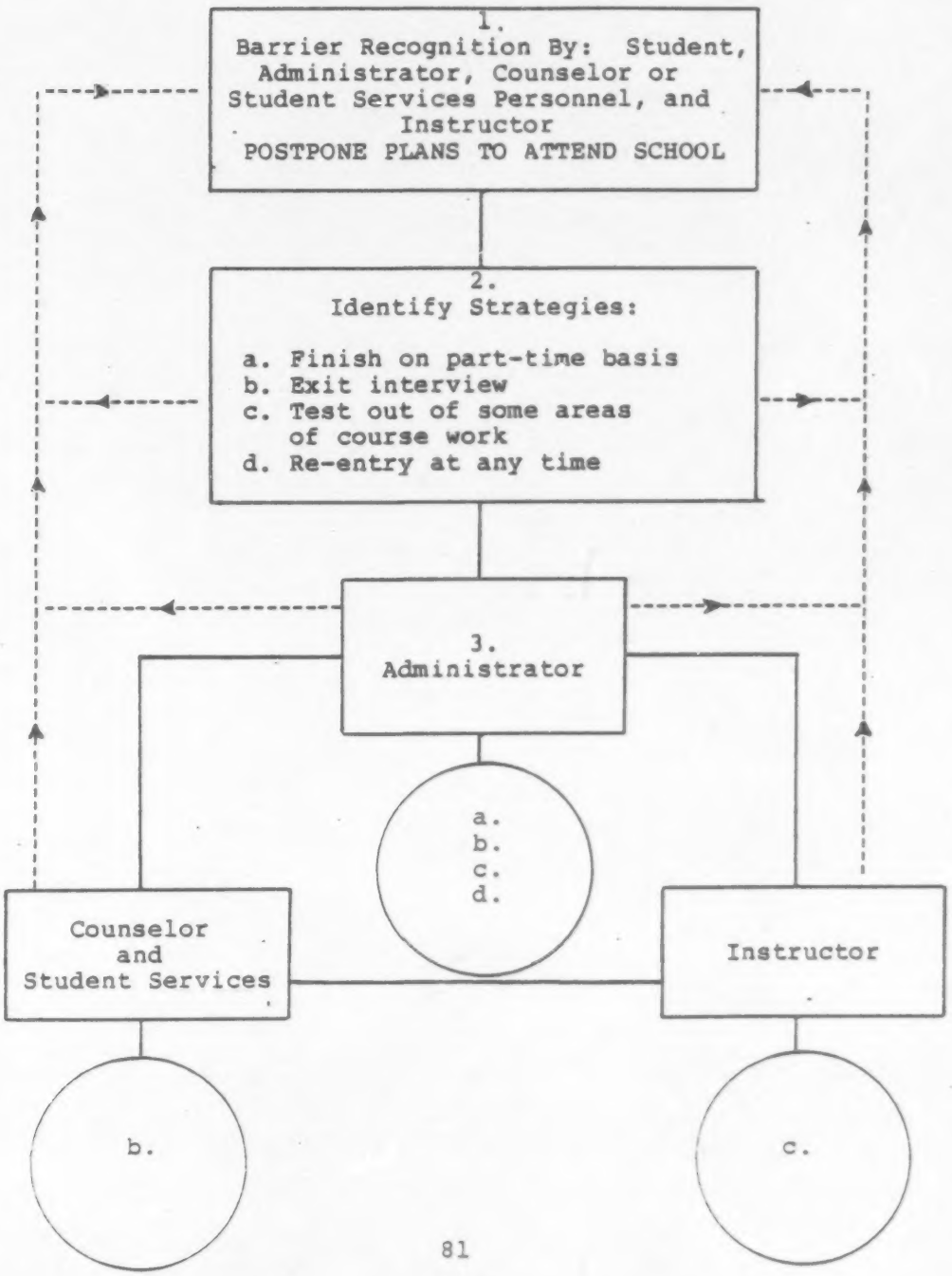
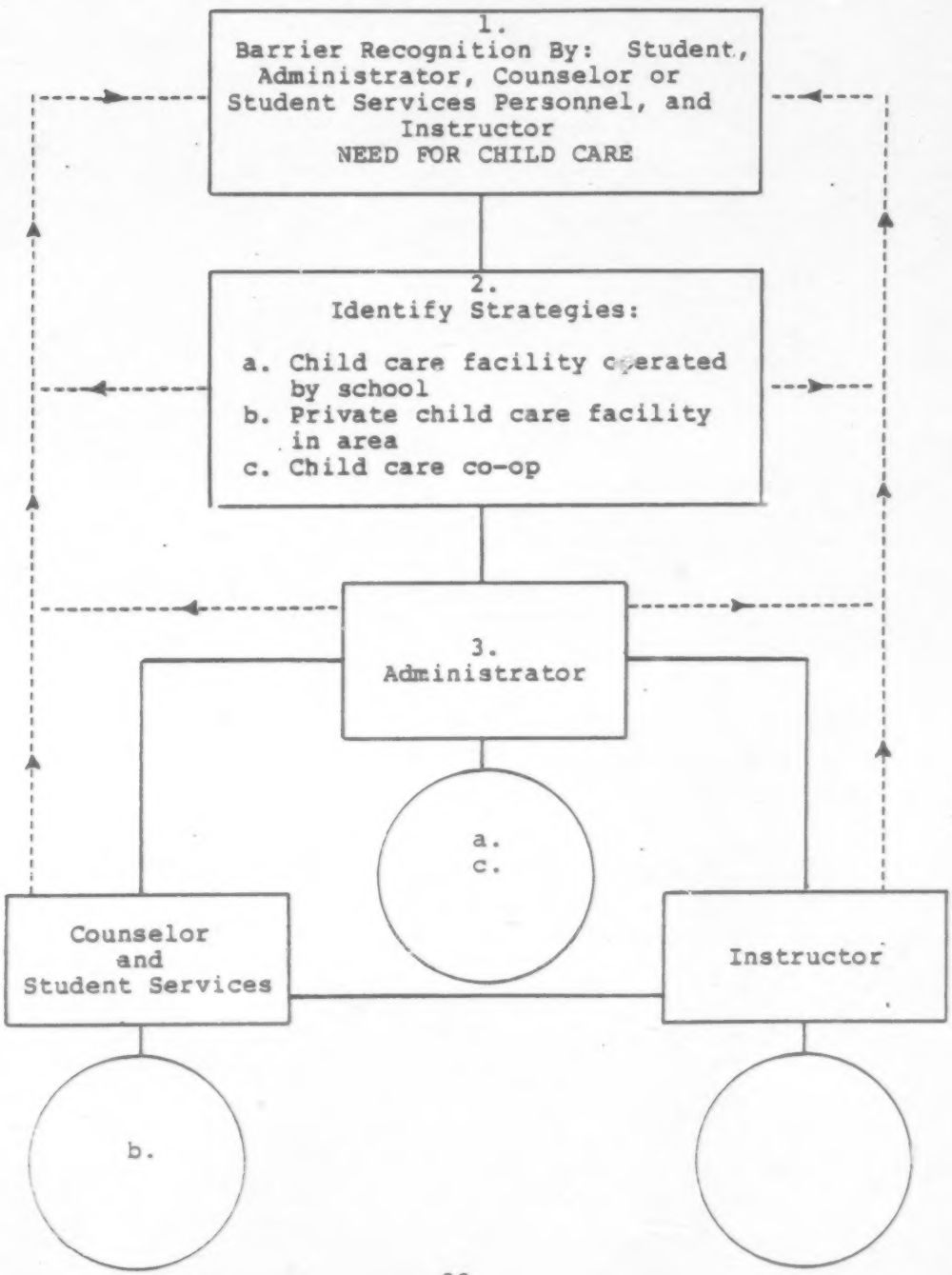


Figure 16. Retention Model for Overcoming Barriers to Student Retention In Postsecondary Vocational Education There is a Need for Child Care on the Part of the Student



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The central purpose of Phase II of the study was to develop a means for implementing proven recruitment strategies to attract and retain students in postsecondary vocational programs. In order to achieve this purpose, the following specific objectives were developed as guidelines for conducting the study:

1. Identify methods to overcome the most significant barriers to retention identified by students, administrators, teachers, and counselors and reported by Scanlon et al. (1982).

2. Develop alternative strategies for student recruitment that address specific barriers identified by vocational school dropouts and re-enrollees.

3. Develop a model for implementing alternative recruitment and retention strategies in vocational programs.

Conclusions

Based upon the findings of the study, the following major conclusions were developed for each objective.

Objective One

The following conclusions are based upon an analysis of the results of those survey instruments.

1. There are forty-five retention strategies that have been used successfully as perceived by administrators who responded to the survey instrument. Each of these strategies had a mean score rating of 3.00 or greater. At least one strategy for each of the barriers was rated as being successful. Most barriers had two or more such strategies.

2. The correlation between the degree of utilization and the degree of success for each retention strategy was positive in all cases and significant at the .01 level for all except three of the strategies.

3. The correlation coefficients indicated that the retention strategies that are being used are also the ones that are successful. Also, that the strategies that are not being used are the ones which are not successful.

Objective Two

The following conclusions are based upon the synthesis of the data.

1. Administrators do not always use recruitment strategies that are highly successful.

2. Administrators should give closer consideration to the effectiveness of the recruitment practices they use.

3. Innovative recruitment practices are used in isolated cases, but are normally very effective when they are used.

Objective Three

Objective three involved the development of two models, therefore, no conclusions could be formulated.

Recommendations

Based on the findings and conclusions drawn from this study, the following recommendations were made:

1. The results of this study should be made available to area vocational school directors and staff members responsible for student recruitment and counseling activities at the postsecondary level.

2. Research should be initiated to determine the factors that influenced disadvantaged, unemployed, underemployed, and out-of-school youth to enroll in postsecondary vocational education programs and the factors that contribute to their continued enrollment.

3. A manual should be developed regarding student retention in area vocational schools.

4. A recruitment plan should be developed for Florida area vocational schools to utilize in recruiting disadvantaged, unemployed, underemployed, and out-of-school youth.

5. Research should be conducted to ascertain the utilization of the proposed models and also to evaluate their effectiveness in overcoming recruitment and retention barriers.

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Appendices

Appendix A

Recruitment Practices Identified in Phase I of This Study

Appendix A

Recruitment Practices Identified in Phase I of This Study

1. Utilization of display booths at state fairs, exhibitions, malls, etc.
2. Personal contacts with prospective students made by past and present students.
3. Development of slide-tape presentations for distribution throughout the region.
4. Visits to feeder schools made by vocational school staff and students.
5. Recruit through community organizations dealing with special target groups.
6. Instructors and counselors speaking to groups, schools, or organizations representing special target groups.
7. Participation in recruitment programs conducted by high schools.
8. Providing tours of vocational programs for prospective students.
9. Advertising programs in local newspapers.
10. Use of open houses.
11. Encouraging high school students to take courses while completing graduation requirements at their high school.
12. Utilizing advisory committee activities in the recruitment effort.
13. Use of career fairs.
14. Use of an admission - inquiry follow-up to check on potential students.
15. Utilization of local radio and T.V. stations to place free public service announcements about a particular school training program.

16. Mass mailings of the school schedule to prospective students.

17. Personal phone calls made by staff to prospective students.

18. Student referrals made by guidance counselors or schools.

19. Utilization of posters with mail-in inquiry cards located throughout the community.

20. Preparing and providing information packets for counselors in secondary feeder schools about vocational programs.

21. Providing employment services and counseling to mid-career changers.

22. Utilization of special displays emphasizing the success of students who completed vocational programs (personal interviews on tapes and slides).

23. Distribution of a newsletter throughout the community.

24. Producing and displaying posters promoting vocational programs in counseling areas, student union, cafeterias, etc.

25. Utilization of printed cards with program information followed by the school phone number distributed in supermarkets, laundromats, shopping centers, etc.

26. Establishing a liaison with local apprenticeship councils to recruit students for vocational programs leading to apprenticeships.

27. Providing vocational aptitude testing to the public.

28. Advertisements or flyers sent to parents.

29. Purchasing of local radio and T.V. announcements.

30. Utilization of mobile classrooms in schools, shopping centers, etc.

31. Mass mailings of informational flyers, inserted with local utility bills or bank statements.

32. Use of an answering service for night hours to provide vocational information.

33. Personal contacts made during home visits.

34. Teachers supply a list of potential students to be contacted by departmental staff.

35. Utilizing students who are paid by the school to carry out recruitment activities.

36. Encouraging the public to use the school facility as a meeting place to get exposure.

37. Panel of advisory committee members put on an annual program for counselors and principals throughout the area.

38. Established a vocational committee in the Chamber of Commerce.

39. Recruit through vocational student organizations.

40. Take a piece of equipment (i.e. memory typewriter) to the high school and demonstrate its use along with typing a letter to each student's parents.

41. Designation of a staff person to be specifically responsible for recruitment.

42. Establishment of a minority recruiter.

43. Designation of the last day of school before Christmas as family day and bring all family members on campus.

44. Designation of the last day in June as alumni day and bring alumni in to share success stories.

45. Obtain a monthly list of high school dropouts and write them to offer a three month scholarship to the school.

46. Offering scholarships to high school graduates and to all who pass the GED.

47. Sending letters to businesses, community clubs, and program advisory committees giving them a schclarship to award to any student they might select.

48. Utilizing program-based budgeting.

49. Establishment of a "SWAT" team to provide immediate response to business and industry training needs.

50. Establishment of brochure rack in each area high school.

51. Establishing recruitment as part of the written job responsibility of every staff member.

52. Watching for divorces and separations and calling to offer job re-entry training.

53. Housing the professional library for teachers in the vocational school.

54. Offering a course for parents titled "How to Help Your Child Select a Career."

55. Utilizing bumper stickers to promote various programs.

56. Direct hiring of students through the school by area employers.

57. Billboards on the highways in the area.

58. Referral of job applicants by companies who believe an applicant is not qualified for a job.

Appendix B

Perceived Barriers to Vocational Training Programs as Identified in Phase I of This Study

Appendix B

Perceived Barriers to Vocational Training Program as Identified in Phase I of This Study

1. Courses desired by students are not available.
2. Enrollment space is not available.
3. Credits from other schools are not transferable.
4. Courses are not deemed of desirable quality for the student to complete.
5. Admission procedures are too difficult for students to complete.
6. Students decide their present job is satisfactory.
7. There is fear of not doing well on the part of the students.
8. Students have already completed similar type of training program.
9. Students cannot accept the responsibility associated with the program.
10. Student's family is not supportive.
11. Students are unaware of information about employment possibilities.
12. Racial prejudice is felt by the student during the program.
13. Age difference is a problem to the student.
14. Students postpone plans to attend school temporarily.
15. Students decide to enter military.
16. Friends of students do not attend school.
17. Students are easily frustrated.

18. There is a need for financial aid on the part of the students.
19. Transportation for students is inadequate.
20. Tuition costs are too high.
21. Students can not or will not attend class regularly.
22. Students have some type of physical handicap.
23. There is a need for child care on the part of the students.
24. Students cannot fit school around part-time job.
25. Students decide to attend another school.
26. Distance from school is too far for students to travel.
27. Students decide to marry/divorce.
28. Students perceive the school to be in an unsafe area.
29. Students are needed at home.
30. Remedial instruction for students is not available.
31. Students need more guidance.
32. Courses are beyond student's ability.
33. Health problems on the part of the students.
34. Students have a lack of motivation.
35. Personal financial needs of the students are too great.
36. Students have the attitude that government support is better than working.
37. Not enough time is available to work with educationally disadvantaged students.
38. Student created behavior problems.

39. Students have some type of emotional handicap.

40. Students are undecided about their future.

41. Poor relationships or conflicts with teachers, counselors, or administrators.

42. Language is a problem for students.

43. Students are asked to leave the school.

44. Students decide that jobs are not available in the field.

45. Students decide to accept a job relating to their vocational training.

46. Student's secondary education is inadequate.

47. Up-to-date equipment is not available.

48. Students feel peer pressure to leave school.

49. Students have some type of mental handicap.

Appendix C

Barriers to Student Retention in Postsecondary Vocational Education Programs

Appendix C

Barriers to Student Retention in Postsecondary Vocational Education Programs

The thirteen barriers to student retention in postsecondary vocational education programs as identified in Phase II of this study are listed below. Also included is a brief discussion for each barrier.

1. Need for financial aid on the part of the student. The need for financial aid for students has been a concern for a long time. This need is brought about due to the fact that postsecondary students are often married and have families, they have very little or no parental support at that age, they have committed themselves to debts that consume most of their present income if they are working, and all the other commitments of young adults. Even though tuition is often free, the need to support their lives and the lives of their families makes going to school difficult.

2. Students cannot fit school around part-time job. Part-time jobs are often the means whereby students can get the financial support they need to stay in school. When school schedules and part-time job schedules conflict, the student is thrust into a dilemma.

3. Transportation for students is inadequate. Most vocational schools serve rather large areas and students must commute long distances to get to school. To reach these students and to make vocational training available to them, often requires helping them arrange for a suitable and reliable means of transportation. In some instances, a student may not have a license to drive a vehicle.

4. Students need more guidance. Choosing ones lifetime work is an important decision. Guidance personnel can often be very helpful to students by making information available about career opportunities and educational requirements for specific occupations. The guidance counselor can give advice on the students ability in relation to the career choice and help match the student with suitable career options. The guidance counselor can also provide students with educational aid information that is very useful to students making decisions about vocational training.

5. Students do not attend class regularly. This concern must be viewed from two perspectives. The students perceive the problem of poor class attendance as a conflict. Personal or family commitments, illness or part-time employment interfere with class schedules. These contribute to the dilemma that regular class attendance is beyond their control. Teachers, counselors, and administrators view the concern differently. They feel that poor class attendance is caused by lack of commitment to school by the students and the attitude that school work can be made up or excused. Whatever the cause, the concern is that class attendance be improved.

6. Courses are not deemed to be of desirable quality for the students. The characteristics of courses that caused students to feel that the quality of the course was inadequate were; material covered was not practical and applicable, course contained too much theory and not enough application, the material was too elementary, the skills taught were not what was being used in industry, and instructors' inability to relate material to students. Counselors felt that some courses are taught on too advanced level for certain students to be able to understand, therefore, causing frustration and withdrawal from the program.

7. Students do not accept the responsibility associated with the program. Instructors expect students to come to class prepared to do the work required, to complete outside assignments and turn them in on time, perform assigned lab activities efficiently and respect the rights of others in the class, and to learn and work in a pleasant environment. Failure to do these things in addition to failure to attend class regularly causes instructors and counselors to feel that the student is not meeting his/her commitment to the educational process.

8. Students lack motivation. Highly motivated students create an atmosphere for more learning, more pleasant class conditions, and more effective teaching. Education should recognize those forces that cause students to want to achieve and be a part of the program. As many of these forces as can be provided must be used to stimulate students.

9. Students' secondary education is inadequate. Many students who enroll in vocational programs can not read on a high enough level to comprehend the technical language of many vocational programs. In addition to poor reading skills, many students also can not communicate on paper adequately or perform basic mathematical operations necessary to perform the job. The lack of these basic skills is a major concern for vocational educators.

10. Students accept jobs related to their vocational training prior to program completion. Instructors view this as a problem because the student is taken out of the formal training program before an adequate assessment of the student's skills can be made. The instructor cannot certify that the student is competent in all the skills which the program prepares students. On the other hand however, the student is placed in a job and is benefitting from his training. Many instructors don't view this as a problem, but rather feel that it is good advertisement for the program.

11. Students are easily frustrated and fear they will not do well in their chosen program. Lack of self-confidence is a major barrier for a great portion of the students enrolled in high schools across the country. Frustration is something common to all, however, those frustrations that are caused by fear of not doing well in school is a concern with which educators must deal. Students' frustrations often come from a lack of fully understanding the requirements of a particular program or from pre-conceived notions of things that are not as they believed they would be. Counselors and instructors should recognize these situations and make efforts to find solutions to whatever is causing the problem.

12. Students temporarily postpone plans to attend school. Students drop out of school for a number of reasons such as to work full-time, give birth to or raise a child, get married, etc. Many for only a short period of time and others drop out indefinitely. Many times if these students are given a follow up phone call or sent a follow up letter, their interest can be rekindled and many re-enroll and complete their training programs. The school and the student benefit in the long run.

13. <u>There is a need for child care on the part of the student</u>. Many married students enroll in vocational training. Often they are single parents or have small children for which they are responsible. The availability of child care services may make the difference between whether they take the time to go to school. Vocational programs must consider the needs of the modern day student population.

Appendix D

Telephone Interview Survey Instrument

PART A

Appendix D

Telephone Interview Survey Intrument

1. School:_____ 2. Interviewer:_____

Interview #:_____ Date of Interview:_____

Name:_____ Time of Interview:_____

Phone #:_____ Length of Interview_____Min.

Call Back #:_____ Interviewee gave permission to be tape recorded:

YES _____ NO_____

Opening of Interviewer

Hello, I'm (name), at the University of Florida. How are you? You and your school have been recommended to me by an official from your state. He tells me you have an exemplary program and one which is doing an outstanding job, coping with the kinds of things we're concerned about in Florida. I'm calling asking for your help, and wondering if you could spend about five minutes talking with me about these concerns.

We have identified (4) things that are prohibiting students from entering or completing post secondary vocational education programs. I would like to ask you how you have handled situations where these things have arisen.

(Pause)

One other small detail, in order for us to accurately transpose the information you're providing, and to document the findings of this study, I would like to tape record our conversation from this point on. Is that OK with you?

(Pause)

Appendix D (continued)

1. One of the things that is of particular concern to students, administrators, teachers and counselors is regular class attendance. Has regular class attendance been a problem in your area? Do you have policies that provide flexibility relating to this matter?

2. Often time students fail to accept the responsibilites associated with being a student as well as those responsibilities associated with the program. Do you find this to be a problem? How is this matter handled in your school?

3. Teachers and administrators are concerned about students who lack motivation. Do you have some suggestions as to how students can be more highly motivated from within the program?

Appendix D (continued)

4. Counselors are concerned about students who become easily frustrated. The students fear they will not do well in their chosen course of study. Is this something that you have had to deal with, and in your situation how did you handle it?

I'm sure the time you have spent with me will be very beneficial to our study.

(Pause)

Thank you very much. Have a nice day. Good Bye.

Appendix D (continued)

Telephone Interview Survey Instrument

1. School:_____ Interview #:_____ Name:_____ Phone #:_____ Call Back #:_____

2. Interviewer:_____ Date of Interview:_____ Time of Interview:_____ Length of Interview_____Min. Interviewee gave permission to be tape recorded:

YES _____ NO _____

Opening of Interviewer

Hello, I'm (name), at the University of Florida. How are you? You and your school have been recommended to me by an official from your state. He tells me you have an exemplary program and one which is doing an outstanding job, coping with the kinds of things we're concerned about in Florida. I'm calling asking for your help, and wondering if you could spend about five minutes talking with me about these concerns.

We have identified (4) things that are prohibiting students from entering or completing post secondary vocational education programs. I would like to ask you how you have handled situations where these things have arisen.

(Pause)

One other small detail, in order for us to accurately transpose the information you're providing, and to document the findings of this study, I would like to tape record our conversation from this point on. Is that OK with you?

(Pause)

Appendix D (continued)

1. One of the things that students say are keeping them from entering post-secondary vocational programs is the need for financial aid. Has this been a concern in your area, and if so, what are you doing to deal with the problem?

2. Students in Florida also say that fitting a part-time job in around the school schedule is a problem. Has this been the situation in your area? Have you found a way to deal with this?

3. Transportation to and from school is a problem for many students in Florida. Does your area have some way in which students can arrange for suitable transportation to and from school?

Appendix D (continued)

4. Teachers, counselors, and administrators are concerned about students who drop out of their programs to accept a job related to their training. Has this been a concern at your school, and if so, what measures have you taken to deal with the situation?

I'm sure the time you have spent with me will be very beneficial to our study.

(Pause)

Thank you. Have a nice day. Good Bye.

Appendix D (continued)

Telephone Interview Survey Instrument

1. School:_____ 2. Interviewer:_____

Interview #:_____ Date of Interview:_____

Name:_____ Time of Interview:_____

Phone #:_____ Length of Interview:____Min.

Call Back #:_____ Interviewee gave permission to be tape recorded:

YES _____ NO_____

Opening of Interviewer

Hello, I'm (name), at the University of Florida. How are you? You and your school have been recommended to me by an official from your state. He tells me you have an exemplary program and one which is doing an outstanding job, coping with the kinds of things we're concerned about in Florida. I'm calling asking for your help, and wondering if you could spend about five minutes talking with me about these concerns.

We have identified (5) things that are prohibiting students from entering or completing post secondary vocational education programs. I would like to ask you how you have handled situations where these things have arisen.

(Pause)

One other small detail, in order for us to accurately transpose the information you're providing, and to document the findings of this study, I would like to tape record our conversation from this point on. Is that OK with you?

(Pause)

Appendix D (continued)

1. Many students in Florida say they are not entering certain programs because they have doubts about the program's quality. Counselors also expressed a concern about the ability level on which certain courses are taught. Has this been a problem in your school?

2. Many counselors and administrators say that the students' secondary education is inadequate for them to succeed in vocational training. Do you find this to be the case in your school? What alternatives do you have to deal with this situation?

3. The need for more guidance and counseling to help students decide about their future is a matter that concerns everyone surveyed. What guidance services are you providing to help deal with this problem?

Appendix D (continued)

4. The number one reason students give for dropping out of vocational training programs is that they postpone their plans temporarily. Do you have a plan whereby they can re-enter a program, and do you make an effort to lure them back into school?

5. One last question! Many students say that they ne child care services while they attend school. Is this concern in your area, and what are you doing to he students where this is a problem?

I'm sure the time you have spent with me will be very beneficial to our study.

(Pause)

Thank you very much. Have a nice day. Good Bye.

Appendix E

Vocational Administrator Survey Instrument

Appendix E

Vocational Administrator Survey Instrument

A number of items have been identified as barriers to Vocational Programs, as perceived by students, Teachers, Counselors and Administrators in Florida Schools. Under each of the following barriers are listed several possible strategies for alleviating the barrier. Please circle the number which best reflects the degree of utilization and the degree of success each strategy achieved. Rate each strategy using the following scale: (1) NONE, (2) VERY LITTLE, (3) SOME, or (4) VERY MUCH. Also, rate the success of each strategy using the following scale: (1) NO SUCCESS, (2) VERY LITTLE, (3) SOME, or (4) VERY MUCH.

	Degree of Utilization				Degree of Success			
	NONE	VERY LITTLE	SOME	VERY MUCH	NO SUCCESS	VERY LITTLE	SOME	VERY MUCH
1. NEED FOR FINANCIAL AID ON THE PART OF THE STUDENT								
a. Provide scholarships.....	1	2	3	4	1	2	3	4
b. Provide financial aid counseling...	1	2	3	4	1	2	3	4
c. Assist students with applying for grants:								
Federal, i.e. BEOG.....	1	2	3	4	1	2	3	4
State, i.e. SEOG.....	1	2	3	4	1	2	3	4
d. Secure industry sponsorships.....	1	2	3	4	1	2	3	4
e. Assist students find part-time work	1	2	3	4	1	2	3	4
f. Implement work study program.....	1	2	3	4	1	2	3	4
g. Make use of CETA.....	1	2	3	4	1	2	3	4
h. Use veteran benefits.....	1	2	3	4	1	2	3	4
i. Other (specify)_____	1	2	3	4	1	2	3	4
2. STUDENTS CANNOT FIT SCHOOL AROUND PART-TIME JOB								
a. Offer courses at alternative times.	1	2	3	4	1	2	3	4
b. Assist student in finding part-time job compatible with school schedule.....	1	2	3	4	1	2	3	4
c. Utilize funds available to employ students within school system.....	1	2	3	4	1	2	3	4
d. Provide flexible schedule.....	1	2	3	4	1	2	3	4
e. Allow students to enroll part-time.	1	2	3	4	1	2	3	4
f. Other (specify)_____	1	2	3	4	1	2	3	4

	Degree of Utilization				Degree of Success			
	NONE	VERY LITTLE	SOME	VERY MUCH	NO SUCCESS	VERY LITTLE	SOME	VERY MUCH
3. TRANSPORTATION FOR STUDENTS IS INADEQUATE								
a. Encourage use of public bus system.	1	2	3	4	1	2	3	4
b. Provide school sponsored transportation system.....	1	2	3	4	1	2	3	4
c. Encourage use of private industry sponsored transportation system.....	1	2	3	4	1	2	3	4
d. Organize car pools.....	1	2	3	4	1	2	3	4
e. Other (specify)_____	1	2	3	4	1	2	3	4
4. STUDENTS NEED MORE GUIDANCE								
a. Hire additional vocational counselors.....	1	2	3	4	1	2	3	4
b. Publicize availability of counseling services.....	1	2	3	4	1	2	3	4
c. Utilize industry public information services.....	1	2	3	4	1	2	3	4
d. Administer test to identify interest and abilities.....	1	2	3	4	1	2	3	4
e. Provide student services personnel.	1	2	3	4	1	2	3	4
f. Assign instructors counseling responsibilities.....	1	2	3	4	1	2	3	4
g. Provide a career assistance center.	1	2	3	4	1	2	3	4
h. Other (specify)_____	1	2	3	4	1	2	3	4
5. STUDENTS DO NOT ATTEND CLASS REGULARLY								
a. Provide counseling.....	1	2	3	4	1	2	3	4
b. Give reprimands.....	1	2	3	4	1	2	3	4
c. Allow make-up sessions.....	1	2	3	4	1	2	3	4
d. Establish rigid attendance requirements.....	1	2	3	4	1	2	3	4
e. Use competency based instruction...	1	2	3	4	1	2	3	4
f. Get students into hands-on work quickly.....	1	2	3	4	1	2	3	4
g. Other (specify)_____	1	2	3	4	1	2	3	4

	Degree of Utilization				Degree of Success			
	NONE	VERY LITTLE	SOME	VERY MUCH	NO SUCCESS	VERY LITTLE	SOME	VERY MUCH
6. COURSES ARE NOT DEEMED TO BE OF DESIRABLE QUALITY FOR THE STUDENTS								
a. Assess job placement and employer satisfaction.....	1	2	3	4	1	2	3	4
b. Modify course content.....	1	2	3	4	1	2	3	4
c. Use alternative instructional methods.....	1	2	3	4	1	2	3	4
d. Consult with state program specialist.....	1	2	3	4	1	2	3	4
e. Consult with industry personnel....	1	2	3	4	1	2	3	4
f. Utilize the active involvement of an advisory committee.....	1	2	3	4	1	2	3	4
g. Utilize indepth program evaluation.	1	2	3	4	1	2	3	4
h. Provide merit based pay for instructors.....	1	2	3	4	1	2	3	4
i. Utilize faculty evaluations by:								
·Administrator.....	1	2	3	4	1	2	3	4
Students.....	1	2	3	4	1	2	3	4
j. Replace instructor.....	1	2	3	4	1	2	3	4
k. Other (specify)_____	1	2	3	4	1	2	3	4
7. STUDENTS DO NOT ACCEPT THE RESPONSIBILITY ASSOCIATED WITH THE PROGRAM								
a. Provide counseling and guidance for students.....	1	2	3	4	1	2	3	4
b. Have students sign a statement indicating they understand the rules before beginning the program.	1	2	3	4	1	2	3	4
c. Suspend students from program.....	1	2	3	4	1	2	3	4
d. Emphasize work ethic in class.....	1	2	3	4	1	2	3	4
e. Use competency based instruction...	1	2	3	4	1	2	3	4
f. Conduct seminars on topics such as how to study, take test, handle stress and use time wisely.....	1	2	3	4	1	2	3	4
g. Other (specify)_____	1	2	3	4	1	2	3	4

	Degree of Utilization				Degree of Success			
	NONE	VERY LITTLE	SOME	VERY MUCH	NO SUCCESS	VERY LITTLE	SOME	VERY MUCH
8. STUDENTS LACK MOTIVATION								
a. Present awards, merit certificates, and other individual recognition...	1	2	3	4	1	2	3	4
b. Encourage student participation in competitive contest.....	1	2	3	4	1	2	3	4
c. Conduct special motivational seminars.....	1	2	3	4	1	2	3	4
d. Provide challenging pace in course of study.....	1	2	3	4	1	2	3	4
e. Sponsor student clubs.....	1	2	3	4	1	2	3	4
f. Present scholarships recognizing achievement.....	1	2	3	4	1	2	3	4
g. Make sure students are getting what they came to get.....	1	2	3	4	1	2	3	4
h. Organize intramural sports and activities.....	1	2	3	4	1	2	3	4
i. Make students feel they are a part of the system.....	1	2	3	4	1	2	3	4
j. Relate theory and application to job.....	1	2	3	4	1	2	3	4
k. Other (specify)_____	1	2	3	4	1	2	3	4
9. STUDENTS' SECONDARY EDUCATION IS INADEQUATE								
a. Administer entrance and diagnostic exams.....	1	2	3	4	1	2	3	4
b. Provide remedial instruction.....	1	2	3	4	1	2	3	4
c. Adhere to strict entrance requirements.....	1	2	3	4	1	2	3	4
d. Provide for individualized instruction.....	1	2	3	4	1	2	3	4
e. Group students according to ability	1	2	3	4	1	2	3	4
f. Encourage peer tutoring.....	1	2	3	4	1	2	3	4
g. Other (specify)_____	1	2	3	4	1	2	3	4

	Degree of Utilization				Degree of Sucess			
	NONE	VERY LITTLE	SOME	VERY MUCH	NO SUCCESS	VERY LITTLE	SOME	VERY MUCH
10. STUDENTS ACCEPT JOBS RELATED TO THEIR VOCATIONAL TRAINING PRIOR TO PROGRAM COMPLETION								
a. Provide a supervised co-op experience	1	2	3	4	1	2	3	4
b. Apply work experience toward program completion requirements	1	2	3	4	1	2	3	4
c. Follow-up students and encourage them to return and complete program	1	2	3	4	1	2	3	4
d. Refuse to give a job recommendation until students complete program	1	2	3	4	1	2	3	4
e. Discourage potential employers from employing students before completion of program	1	2	3	4	1	2	3	4
f. Maintain open entry exit policy.	1	2	3	4	1	2	3	4
g. Allow student to complete course at night	1	2	3	4	1	2	3	4
h. Other (specify)_____	1	2	3	4	1	2	3	4
11. STUDENTS ARE EASILY FRUSTRATED AND FEAR THEY WILL NOT DO WELL IN THEIR CHOSEN PROGRAM								
a. Provide counseling and advising	1	2	3	4	1	2	3	4
b. Use placement test	1	2	3	4	1	2	3	4
c. Encourage instructors to work more closely with students	1	2	3	4	1	2	3	4
d. Provide developmental program to help students meet level of expectation	1	2	3	4	1	2	3	4
e. Instructor refer students to counselor	1	2	3	4	1	2	3	4
f. Build in early success for students	1	2	3	4	1	2	3	4
g. Other (specify)_____	1	2	3	4	1	2	3	4

	Degree of Utilization				Degree of Sucess			
	NONE	VERY LITTLE	SOME	VERY MUCH	NO SUCCESS	VERY LITTLE	SOME	VERY MUCH
12. STUDENTS TEMPORARILY POSTPONE PLANS TO ATTEND SCHOOL								
a. Allow student to test out of some areas of course work.....	1	2	3	4	1	2	3	4
b. Allow students to finish on a part-time basis.....	1	2	3	4	1	2	3	4
c. Require students to have an exit interview.....	1	2	3	4	1	2	3	4
d. Follow-up students to encourage them to re-enroll.....	1	2	3	4	1	2	3	4
e. Allow re-entry at any time.....	1	2	3	4	1	2	3	4
f. Other (specify)_____	1	2	3	4	1	2	3	4
13. THERE IS A NEED FOR CHILD CARE ON THE PART OF THE STUDENT								
a. Child care facility operated by the school.....	1	2	3	4	1	2	3	4
b. Private child care facility in area.....	1	2	3	4	1	2	3	4
c. Child care co-op.....	1	2	3	4	1	2	3	4
d. Other (specify)_____	1	2	3	4	1	2	3	4

Appendix F

Initial Cover Letter

Appendix F

UNIVERSITY OF FLORIDA

INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES

GAINESVILLE, FLORIDA 32611

DEPARTMENT OF AGRICULTURAL
AND EXTENSION EDUCATION

305 ROLFS HALL

PHONE: 904/392-0502

February 1, 1983

Dear Vocational Educator:

A fundamental goal of vocational education is to offer quality instructional programs to those who want and need vocational education. Currently, many people who enter post-secondary vocational programs fail to complete the programs. In many instances, the non-completers represent that portion of the population which truly needs vocational education the most.

The Florida Division of Vocational Education identified a number of barriers that are contributing to students dropping out of programs in Florida. This information was obtained through a statewide study conducted in the Spring of 1982. We are now seeking solutions to the problems, therefore, we would like to know how you have solved situations similar to ours.

Enclosed is an instrument which presents the barriers identified in Florida and possible strategies to deal with each barrier. Please consider how each of the barriers has been dealt with in your school system and then indicate the degree of utilization and the degree of success for each strategy used. Please complete and return the instrument to me by February 18, 1983. I emphasize that this study is primarily concerned with the problems identified as they relate to the post-secondary student.

"Thank You" in advance for your help. With your help we can build stronger vocational education programs.

Sincerely,

Freddie Waltz
Assistant Professor

FCW/djw

Enclosure

COLLEGE OF AGRICULTURE AGRICULTURAL EXPERIMENT STATIONS COOPERATIVE EXTENSION SERVICE
SCHOOL OF FOREST RESOURCES AND CONSERVATION CENTER FOR TROPICAL AGRICULTURE

The Institute of Food and Agricultural Sciences is an Equal Employment Opportunity - Affirmative Action Employer authorized to provide research, educational information and other services only to individuals and institutions that function without regard to race, color, sex, or national origin.

Appendix G

First Follow-Up Letter

Appendix G

UNIVERSITY OF FLORIDA

INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES

GAINESVILLE, FLORIDA 32611

DEPARTMENT OF AGRICULTURAL
AND EXTENSION EDUCATION

305 ROLFS HALL

PHONE: 904/392-0502

February 15, 1983

TO: Selected Vocational Educators

FROM: Freddie Waltz, Assistant Professor
Department of AEE, University of Florida

RE: Barriers to Post-Secondary Vocational Education Programs

Recently I wrote to you soliciting your help in identifying the degree of utilization and the degree of success a number of strategies are being used to overcome several barriers to post-secondary vocational education programs. As you may recall, you received an instrument which listed 13 barriers and a number of alternative strategies to deal with each barrier. Many of you have already responded; if you have, just disregard this letter and accept my thanks. If you have not yet responded, let me remind you that your response is important and I would like to have it. Your response, when looked at in conjunction with others, helps to form a pattern from which definite conclusions can be drawn. If your response is missing, the pattern may be altered, and the conclusions drawn may be incorrect.

I've enclosed another survey instrument for your convenience. Please complete and return the instrument in the self-addressed stamped envelope.

I know you are busy, but your opinion does count ... take a few minutes and give it to me now!

FCW/djw

Enclosure

COLLEGE OF AGRICULTURE AGRICULTURAL EXPERIMENT STATIONS COOPERATIVE EXTENSION SERVICE
SCHOOL OF FOREST RESOURCES AND CONSERVATION CENTER FOR TROPICAL AGRICULTURE

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Appendix H

Second Follow-Up Letter

Appendix H

UNIVERSITY OF FLORIDA

INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES

GAINESVILLE, FLORIDA 32611

DEPARTMENT OF AGRICULTURAL AND EXTENSION EDUCATION

305 ROLFS HALL

PHONE: 904/392-0502

March 11, 1983

TO: Selected Vocational Educators

FROM: Freddie C. Waltz, Assistant Professor
Department of Agricultural and Extension Education
University of Florida

SUBJECT: Post-Secondary Vocational Education

A fundamental goal of vocational education is to offer quality instructional programs to those who want and need vocational education. Currently, many people who enter post-secondary vocational programs fail to complete the programs. In many instances, the non-completers represent that portion of the population which needs vocational education the most.

Recently I wrote to you asking for your help in identifying the degree of utilization and the degree of success a number of strategies are being used to overcome barriers to post-secondary vocational programs in your school. Many of you have already responded; if you have, just disregard this letter and accept my thanks. If you have not yet responded, would you please take a few minutes now and fill out the enclosed survey instrument. If, after looking over the survey instrument, you determine that it is not applicable to your situation, please make a note on it to that effect and return it anyway. We need to account for your response.

The basis for progress in any field is research. In education, a very large portion of the research data collected is derived from ex-post facto type studies such as this one. Because of this reason, researchers are at the mercy of the selected sample they choose. Your cooperation in providing data for this study could have an important impact on the final conclusions that will be drawn.

If you would like a summary of the final report, please attach a note to the instrument to that effect. I will be happy to send it to you. I also plan to have the final report published in an appropriate professional journal.

I know you are busy, but please take a few minutes now to respond to this most urgent request!

COLLEGE OF AGRICULTURE AGRICULTURAL EXPERIMENT STATIONS COOPERATIVE EXTENSION SERVICE

SCHOOL OF FOREST RESOURCES AND CONSERVATION CENTER FOR TROPICAL AGRICULTURE

The Institute of Food and Agricultural Sciences is an Equal Employment Opportunity - Affirmative Action Employer authorized to provide research, educational information and other services only to individuals and institutions that function without regard to race, color, sex, or national origin.

Appendix I
Innovative Recruitment Practices

Appendix I

Innovative Recruitment Practices

The following is a list of recruitment practices that have been highly successful for selected vocational directors, with a brief description of the practice.

1. Encourage the Public to Use the School Facility as a Meeting Place

   The director formally contacted local civic organizations, businesses, churches, the cooperative extension service, and other organized groups and offered the use of school classrooms, shops, and laboratories for meetings, workshops, demonstrations, and activities that could be conducted within the school facility. Bringing in groups of this type increased the school's exposure and created good will toward the people in the community. Once people saw the facility that was available, they were more receptive to recommending it to others for training.

2. Panel of Advisory Committee Members Conducted an Annual Program for Counselors and Principals Throughout the Area

   This was one method to encourage advisory counsels to become more active in the school and to provide an opportunity to further contribute to the school. Also, counselors and principals were more receptive to ideas and opinions of citizens of the community. It provided evidence that the community supported vocational education programs.

3. Established a Vocational Committee in the Chamber of Commerce

   This committee educated Chamber members regarding vocational programs and allowed the school to receive direct exposure when new businesses or industries began considering the area for possible new location or expansion. Through this committee, relations between the school and businesses were strengthened, and a spirit of cooperativeness developed.

4. Recruit Through Vocational Student Organizations

Since one of the objectives of secondary vocational student organizations is the promotion of well trained people within their specialized area, recruiting within their organizational structure was very profitable. Through these organizations, it is easy to identify the leaders and students with potential to continue training. The school can also provide faculty and personnel needed to hold contests and other competitive activities sponsored by the organizations. For example, the FFA held its Ag Mechanics Contest in the mechanics and welding shops of one school, VICA held its Automotive Trouble Shooting Contest in the auto mechanics shop of another school, FBLA held its secretarial skills competition in the office occupations labs of yet another school. These types of activities bring potential students into the school and allow them to use some of the equipment and facilities that are available. Students are often made aware of the program and come back for more experience and to enroll in the classes.

5. Take a Piece of Equipment to a High School and Demonstrate its Use Along With Typing a Letter to Each Student's Parents

A live demonstration of new technologies to high school students makes a good impression. When the students go home and talk about what they saw and give the letter to their parents, then the parents are aware of the program. From this, a positive image of the school and programs is projected and thus the school benefits by getting students who are excited about their future and also have the support of parents.

6. Designation of a Staff Person to be Specifically Responsible for Recruitment

Concentrated efforts in one area usually yields the greatest results. If the only responsibility the staff member has is recruitment, that person can develop methods that are effective and spend the time in contact with people that is necessary. The armed services and business and industry are highly successful in recruiting because they have people specially trained for that job. The cost/benefit ratio of these staff members is usually very good. With their efforts, the school always has someone making a pitch for it.

7. Establishment of a Minority Recruiter

Disadvantaged and minority groups are usually in greatest need of the programs offered in vocational schools. It is difficult to reach these groups through the normal means of recruitment. An individual who can identify with disadvantaged and minority groups can be employed to visit these neighborhoods to discuss and explain the programs to them. Often times communication is all that is needed.

8. Designation of the Last Day of School Before Christmas as Family Day and Bring all Family Members on Campus

This allows the whole family to see what the student is involved in at school and develops a positive image about the school. By doing this, the student gets encouragement to stay in school and also other family members are encouraged to pursue similar training. If one family member has a good experience and can show the benefits of the program to others of his/her family, then everybody benefits.

9. Designation of the Last Day in June as Alumni Day and Bring in Alumni to Share Success Stories

Often times, morale and enthusiasm is low near the end of a school year and students drop out of a program during the summer. In order to help create some excitement for the program, a good success story told by someone the students can identify with is helpful. The alumni can emphasize the importance of completing the program and tell of the benefits they've received from their training. This is one effective means for increasing the interest of students who are considering dropping out.

10. Obtain a Monthly List of High School Dropouts and Write Them to Offer a Three-Month Scholarship to the School

Most high school students don't dropout to take a high paying productive job. Therefore, if these students can be reached shortly after they leave school, they may be convinced that vocational training can lead them to their goals in life.

11. Offering Scholarships to High School Graduates and to All Who Pass the GED

Financing post-secondary training is a major concern for most high school graduates. Scholarships are almost non-existent for the student who does not graduate from high school, but gets his/her diploma by passing the GED. These one-semester free tuition scholarships encourage students to enroll in a program of study and the school gains FTE from the state by having additional students.

12. Sending Letters to Businesses, Community Clubs, and Program Advisory Committees Giving Them a Scholarship to Award to any Student They Might Select

This method of awarding scholarships is effective because the recipient is identified by an organization outside the school. The scholarship becomes something the students take pride in and then develop a feeling of responsibility toward the organization, to take advantage of an opportunity made available to them. This is a free tuition scholarship, however, the school benefits, because of the FTE generated for the student being enrolled.

13. Utilizing Program Based Budgeting

This encourages instructors to actively recruit students for his/her program because the money made available to operate the program is based strictly on enrollment. Also the instructor is motivated to keep the quality of the program high so that its graduates do the recruiting. This type budgeting also allows for flexibility in course offerings, because as needs in the community shift and the need for new courses are identified, they can be added and old or obsolete courses can be dropped.

14. Establishment of a "SWAT" Team to Provide Immediate Response to Business and Industry Training Needs

When a new business or industry moves into a community the "SWAT" team can meet with officials of these new employers and map out the needs and strategies for employing the personnel. Immediate plans for training programs can be made and the school can begin making plans to meet the new needs. Meeting initial employment needs is a major concern of any business or industry considering moving into a new area.

15. Establishment of a Brochure Rack in Each Area High School

This is a good way to bring the vocational programs to the attention of the highest potential students. The brochure contains just enough information to create curiosity about the programs and gives addresses and phone numbers of people to call for further information. Brochures are relatively inexpensive when other recruitment alternatives are considered.

16. Establishing Recruitment as Part of the Written Job Responsibility of Every Staff Member

The instructors are the individuals most familiar with the opportunities in their area, therefore they should be best qualified to speak in its behalf.

17. Watching for Divorces and Separations and Calling to Offer Job Re-Entry Training

This strategy is aimed primarily at reaching the displaced homemaker. The need for this kind of help to this group of individuals is usually very real. They frequently will have a dependent to support and the need for training to acquire employment or to upgrade their training to meet current employment demands is important. These students are generally very highly motivated because of recognized need.

18. Housing the Professional Library for Teachers in the Vocational School

This was a means for getting other teachers into the vocational school to familiarize them with the programs available to the students. Teachers of other subjects recognize abilities and interests of potential students, therefore, by being familiar with the programs available, they can recommend students to the vocational programs.

19. Offering a Course for Parents Titled "How to Help Your Child Select a Career"

This course is an effort to teach parents how to discuss career opportunities with their children as well as familiarize the parent with career oportunities for those students who do not plan to attend college. In the process, parents become familiar with programs offered in the vocational school.

20. Utilizing Bumper Stickers to Promote Various Programs

Bumper stickers are a popular means for spreading a message. They are used to make the public aware and they can cover a wide area.

21. Direct Hiring of Students Through the School by Area Employers

This practice allows a company, business, or industry to make arrangements in advance as to the number of employees they will hire with specific skills. Therefore, recruitment plans and efforts can be concentrated to meet pre-planned needs.

22. Billboards on the Highways in the Area

Billboards may be rented, but are often donated for public service advertising. According to professional advertising agencies, billboards can be easily adapted to attract any intended audience. Location of the billboard, arrangement of the message, or characters and images affect its ability to do its intended job.

23. Referral of Job Applicants by Companies Who Believe an Applicant is not Qualified for a Job

This allows the school the opportunity to contact individuals who have discovered they need the kind of training vocational schools offer. The school can then counsel and assist them in meeting the qualifications for a job of their interest. For example: An applicant for a secretarial position was found to be not qualified for the position. The company personnel director in turn refers the applicant to the vocational school to take courses that would help them qualify for a similar position at a future date.